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ABSTRACT

This case study documents the evolution and implementation of the School Self Improvement Project, an experimental program carried out in two New York City high schools by the Coalition of Business and Education Collaboration (CBEC). Established in the mid 1970s, the program was one of nine at sites chosen by the Documentation and Technical Assistance (DTA) Project as representing exemplary strategies for problem solving in urban schools. The general intent of the self improvement project is described as the involvement of CBEC in the educational planning process in order to maximize the use of available resources in the school settings. Four goals are outlined: (1) stimulation of personal involvement and responsibility in school planning and professional development; (2) learning and application of organizational development techniques; (3) development of particular supervisory skills among administrators; and (4) development of capacities for self analysis, feedback, and refinement of self improvement processes. Activities developed to carry out these goals are detailed, as are modifications in the original program model. Appended are plans from each of the participating high schools, professional development materials, and DTA field data collection forms. (GC)

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SCHOOL SELF-IMPROVEMENT: A CASE STUDY OF THE COALITION FOR BUSINESS AND EDUCATION COLLABORATION

Jacqueline Peek Davis

April 1978

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PROJECT OVERVIEW

The Documentation and Technical Assistance in Urban Schools Project (DTA) is an effort to learn more about how to make urban public schools work better for urban students. Toward this end, DTA combines educational research and practice within one project. DTA's mandate has three interrelated parts:

> DOCUMENTATION - to study, using primarily ethnographic techniques, the ways in which selected urban schools organize themselves to solve problems. Documentation focuses upon nine sites throughout the country selected and funded by NIE to continue to engage in locally initiated improvement activities.
>
> TECHNICAL ASSISTANCE - to develop in practice specific strategies which are designed to improve urban public schooling. Technical assistance strategies are based in part upon documentation of useful practices in the nine funded sites.
>
> LINKAGE - to increase understanding, through observation of DTA's attempts to link documentation with technical assistance, of the processes through which research can be useful to practice, and practice can influence research.

This case study is a product of the documentation effort. The ideas, commitment, hard work, successes and disappointments of the people directly working within urban schools on a day-to-day basis are in a very real sense the base of DTA. This case study captures part of that experience in one of the sites. It is our hope that this description will be useful to researchers, policy planners and particularly to the people who work directly in schools in their efforts to improve the quality and validity of the educational experiences for urban students.

Thomas A. Wilson
DTA Project Director

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PREFACE TO A SERIES OF CASE STUDIES

Produced by the

DOCUMENTATION AND TECHNICAL ASSISTANCE PROJECT (DTA)

In 1974 the Local Capacity for Problem Solving Group of the National Institute of Education held a national competition to identify locally initiated projects which showed promise of fundamentally improving urban schools. They were searching for projects which sought to restructure schools in such ways that the schools could successfully work on solving their problems in an ongoing fashion, rather than for the projects which sought to introduce some one shot, particular innovation. They selected nine projects which included a variety of strategies and approaches such as teacher centers, organizational consultation, and community involvement arrangements. This document is a case study of one of these nine projects.

The purpose of this preface is to briefly outline general contextual and methodological issues relating to the production of this case study. We believe that researchers usually shy away from sharing this information and the information is valuable because it answers many of the readers' questions and helps the readers to interpret and use the case study. The readers can find more details on all these issues in the DTA paper "Explorations of the Concept of Local Capacity for Problem Solving" (S. Wilson, 1977). Similarly, the site researchers address many of these issues in the methodological appendices to their case studies.

Focus of the Case Study - Charge Given to Site Researchers

In each of the nine sites there was a particular strategy that was funded by NIE. That is, certain people had written the proposal and were involved in intervening to help improve the schools in ways that they thought would build long-term capacity for problem solving. The site researchers were primarily responsible for documenting the playing out of that strategy. They were charged with answering these kinds of questions: How did the interveners think schools needed to be restructured? How did these interveners think they could effectively take action to facilitate this restructuring? What did they actually do? What happened as they tried to intervene? Why did it happen? What did the school people with whom they worked think about what was happening? What other characteristics of the site influenced the course of events? What was the impact of the intervener's actions? NIE had spent considerable time on selecting these promising strategies, and site researchers were expected to document them thoroughly. There was much to learn from these concrete attempts to improve schools.

We hoped, of course, that in documenting these particular strategies, the site researchers would be able to provide a more general analysis of how and why schools do and don't solve their problems, and even more fundamentally of how urban schools function. To varying degrees this more general analysis is explicitly, or implicitly, present in the case studies. The reader, however, should not expect a study of schools as total settings. Clearly, the prime focus was on documenting the particular NIE funded strategy, and often that task consumed most of the site researcher's energies. The wisdom of this concentration on the funded strategy seems limited to us now.

Timing

Below we present a time line which will help the reader see how the research fits into the history of the sites, and how much time was spent in the field.

September 1974	Nine sites funded activity begins.
January 1975	DTA contractor selected for project.
April 1975	Site researchers begin studying sites and attempt historical reconstruction of events up to their entry in the field.
July 1976	Site researchers begin to write drafts of case studies documenting period of observation. They continue to document sites at reduced level.
November 1976	Site researchers return to field to observe at full effort.
June 1977	Nine site funding ends.
June 1977	Site researchers begin to write final drafts of case studies incorporating critiques of first draft and new data gathered from second period of observation.

At full effort, site researchers spent about three days a week in the field. The details of dates and amounts of time spent in the field vary from site to site. Readers are urged to consult the methodological appendices of the case studies for details.

DTA Project Context

Site researchers were not scholars pursuing independent research projects. While they were given considerable latitude to shape their own research activities, they were working on a specific government contract. The readers may find it helpful in understanding the research to be aware of this DTA project context.

This context may have influenced the research by the demands it made on site researchers' energies and by the implicit values it fostered. We have already mentioned how the contract shaped the focus. In addition to producing case studies, site researchers were needed to support other project activities including comparative cross-site analysis, testing of an experimental computerized data storage and retrieval system for qualitative data, and ongoing assistance to schools.

This last activity needs elaboration. Based on analysis that many research findings do not really get used to improve schools, the DTA contract called for the innovative combination of research on efforts to improve schools with the simultaneous attempts within the same project to use that information to help other schools. Thus, site researchers were involved in activities such as responding to assistance staff questions, visiting the schools that were being assisted, and participating in seminars designed to see how their research could be useful.

The readers should realize, then, that site researchers were not able to focus their energies exclusively on the production of the case studies. Their data and analysis had to serve many other purposes. Also, the contract did not only influence time expenditure. Many people within the DTA project -- including some site researchers -- were not convinced that traditional case studies were the most powerful format for sharing research so that it helped in the improvement of schools. This emphasis on using the research thus influenced DTA staff's decisions about what the case studies should look like, and even the value some placed on the case study relative to other activities. We invite the reader to read the other DTA papers in addition to reading the case studies, and to join us in reflection on what are the most powerful ways to use research.

Research Methodology and Theoretical Orientations

Site researchers were requested to use a grounded research process. That is, they were asked to build their generalizations on analysis that emerged from ongoing data collection and to test critically the relevance of outside theoretical concepts and frameworks against the day-to-day life of the site they were studying. Grounded research was deemed appropriate for two reasons:

1. The concept, local capacity for problem solving, is relatively new in educational change projects. DTA was exploring the meaning and usefulness of the concept. We felt it would be premature to limit the data collection relevant to this exploration by pre-specifying the concepts and research activities.

2. The nine sites project staff, the core staff of the two organizations who received the DTA contract and the site researchers represent a wide diversity of experience, disciplinary background, and theoretical orientations. A grounded research approach would allow flexibility necessary for each case study research effort to benefit from the theoretical orientations that would be most appropriate for understanding events at that site.

As a result the case studies vary considerably in the nature of their theoretical emphasis and indeed in the amount of explicit theorizing. Most of the case studies concentrate on description and have first level interpretation. In this way, they attempt to serve as a resource to readers from various disciplines and theoretical dispositions.

Concretely, site researchers used a variety of techniques to collect data. These techniques included some combination of participant observation, formal interviewing, informal interviewing, document analysis, and qualitative techniques. They observed in a variety of behavior settings. The specific details are described in each case study.

The project described in this case study was undertaken by serious, caring people trying to improve urban schools. We are grateful to the participants for letting us learn from their experiences -- to share vicariously the joy of their accomplishments, and with them to puzzle through their difficulties. We hope the reader finds what s(he) needs in entering these pages.

Stephen Wilson
Head, Documentation Team DTA

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INTRODUCTION

INTRODUCTION

The Coalition for Business and Education Collaboration (CBEC)* of New York is a private consortium of businesses concerned with the major economic and social problems of their city. The following document describes one of their projects as it unfolded in two of the city's high schools between September 1974 and the fall of 1977. The School Self-Improvement Project is an experimental National Institute of Education funded effort to aid urban high schools in the development of a capacity to solve their problems.

The School Self-Improvement Project, orginally implemented in eight schools, had expanded to 23 by the fall of 1977. The task of documenting this effort for the present volume fell almost exclusively to a single individual, the author. Consequently only some aspects of the total project have been fully described. Furthermore, she did not begin her work until the second year of the program and other duties, foremost being the writing of this report, kept her from the sites during the last year. As a result material for the background chapter, the description of Phase I (in Chapter III) and the refined model (Chapter VII) was gathered from secondary sources such as interviews and documents. The rest of the description is the result of intensive, first-hand observation of the project in two of the eight original schools. (Details of the methods used in the study are found in a Methodological Appendix.)

This report is presented as a case study. Material has been chosen and arranged to answer a number of questions that are of interest to educational researchers, practitioners and policy makers. They are:

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*The project name and the names of participants in the site have been changed to preserve their anonymity.

- What was the problem addressed by the project?
- What did the project set out to accomplish?
- What strategy was employed and what was the rationale for using this strategy?
- What did the unfolding of these plans look like in the context of real schools?
- How did the schools differ at the end of the documentation period from what they were before the project began?
- What can we learn from this experiment that will be useful in wider contexts?
- Were there any unanticipated events that affected the project?

To answer these questions the School Self-Improvement Project has been traced from its evolution as an earlier, smaller collaborative program between CBEC and several NYC high schools, through the development of the formal proposal submitted to NIE, its first implementation in the two schools, and documented by this author, two major deliberate changes in its conceptualization to its current status as an integral part of the NYC system of high schools. In all of this, the project is asked to speak for itself. This report is a documentation, not an evaluation.

The Self-Improvement Project

For the leaders of the CBEC, a major problem of the NYC high schools is that graduates have not been equipped to enter the industrial-business world. The businessmen leaders of CBEC reasoned that one underlying cause of the problem was a lack of an institutionalized means for the sound systematic planning that would enable the school system to make efficient use of the many resources available to it. They further reasoned that as businessmen they had the expertise (and responsibility) to address this lack.

Their approach was not to add a permanent new component to the already unwieldy bureaucracy. Neither did they pretend to possess the educational expertise needed to upgrade the quality of high school education. Rather, they saw their role as that of catalysts, able to stir the system to make use of the immense (and largely untapped) talent it already encompassed. This talent resided in all of the schools' constituencies -- parents, community, students, teachers, administrators and the larger educational establishment (institutions of higher education and local education agencies.) The challenge was to find some way to meaningfully involve each of these diverse interests in planning, implementing and supporting the educational experiences of students.

CBEC's efforts to institute systematic planning in the school system took two interrelated directions. Both revolved around the use of a problem solving methodology called Organizational Development (OD). In the first instance, consultants who had experience with OD were assigned to work with school administrators in an effort to inaugurate structural changes, which would aid in the development of problem solving capacities, within the schools. In addition, an extensive program of staff development was created by the consultants in order to directly expose administrators to Organizational Development techniques. Accordingly, a series of workshops and seminars focusing on the theory and application of OD were conducted. It was hoped that this exposure would enable the administrators to go back to their schools and district offices and mobilize their constituents to propose, design, implement, evaluate and modify a number of innovative educational projects in the schools. These efforts were directed towards the desired end of creating an environment in the New York City public high schools in which Organizational Development techniques would be practiced as a matter of course. This is the meaning of Self-Improvement.

The following case study documents the training of administrators in OD, and the development of a number of the ensuing special improvement projects.

The Case Study Summarized

Chapter I of this case study traces three roots of the Self-Improvement Project. The situation facing the NYC public high schools is briefly sketched, as is the philosophy and history of the CBEC. This is followed by a description of Self-Improvement's immediate parent, the Collaborative Planning Project.

Chapter II describes the assumptions, goals and methods of the original proposal funded by NIE and delineates what the project authors hoped to accomplish.

Chapter III presents a brief overview of the project arranged in two sections. The first, covers the pre-documentation part of the program, including the general structure of the project and its salient features. The second section, anticipating the succeeding chapters, describes the organizational structure of the second or documented phase of the project. The processes, what really happened during this period, are the subject of Chapters IV and V.

Chapter IV describes the Self-Improvement process as it was carried out in James K. Polk High School. A profile of the school is followed by a brief discussion of each of the Improvement projects implemented in it. The final section is devoted to a detailed portrait of the development of one of these projects, the Polk Academy. Chapter IV also contains a parallel description of the project in Dolly Madison High. In this case the detailed picture is of a ninth grade sub-school program. Chapter IV ends with a summary of some of the common themes which emerged from the observations of the Self-Improvement Project as manifested in the two schools. In each of these chapters, long verbatim accounts of meetings between participants are presented. These are included to give a taste of what Self-Improvement was like in real situations, for the insights they provide that would be missed by summary statements, and to help readers to draw their own conclusions about the usefulness of the Self-Improvement approach.

Chapter V focuses upon the professional development component of the project. This was a major component of Self-Improvement. Its core was the training of administrators in OD theory and application. This effort was traced by describing the workshops and seminars conducted during the documentation period. Again, at the cost of lengthy transcriptions, and the sacrifice of elegance, participants have been allowed to speak for themselves.

Chapter VI is the most analytical chapter of the case study. It could be entitled, "What happened to the dream?" It focuses upon the changes that have come about in the two documentation schools as a result of the Self-Improvement effort. These changes are both formal and informal and involve both organizational structures and individual roles. Some of the structures and roles are new, others are old ones that have been expanded or otherwise modified.

Chapter VII goes beyond the documentation period of the project. One central feature of the Self-Improvement Plan is that continuous evaluation and modification are built in as integral features. In this chapter a major, planned refinement of the model, to make it more responsive to changing needs and to make use of earlier lessons learned, is described. Both the process of refinement and a sketch of the new model are presented.

Chapter VIII presents some findings, some of the things we have learned that might be of use to readers facing problems similar to those addressed by Self-Improvement. These findings cluster around four areas: developing more efficient means for solving problems, eliciting involvement and participation, developing support systems for building a problem solving capacity, and improving the learning environments of students.

CHAPTER I: BACKGROUND OF THE SCHOOL SELF-IMPROVEMENT PROJECT

INTRODUCTION

The School Self-Improvement Project grew directly out of an earlier Collaborative Planning Project that had been established between the New York City Public School System (NYCPSS) and the Coalition for Business and Education Collaboration of New York City. Both the Collaborative Planning Project and its successor, the School Self-Improvement Project, were conceived as attempts by CBEC to provide the school system with assistance in dealing with its apparent failure to turn out graduates equipped to meet the demands of the industrial-business world they face upon leaving high school.

The Self-Improvement story must begin by recounting the evolution of the relationship between CBEC and the NYCPSS. In this chapter, we will briefly sketch the major dimensions of the overarching problems faced by the schools in carrying out their mandate, the motivating philosophy of the CBEC and a history of the Collaborative Planning Project.

The Urban Community and the New York City Schools

Within the more than 320 miles under its jurisdiction, the NYC school system serves approximately 7.9 million people (U.S. Census Report, 1970). It is charged with providing approved instruction for 1.1 million children from pre-kindergarten through high school in either regular, or special schools and classes.

The public school system is plagued by the same problems facing other urban systems, but on a much larger scale. The system's failure to address some of these problems is reflected in the statistics on high school leavers in the late 1960's, when the CBEC came on the scene. For each of the several years prior to 1968, of the approximately 80,000 students leaving the city high schools, 30,000 left as drop-outs, another 20,000 were awarded general diplomas (these were awarded for simply staying in school), and only 30,000 graduated with academic, vocational or technical diplomas indicating the satisfactory completion of a full four year program (CBEC, 1974). These statistics suggest that five of every eight students who started high school left with little or no evidence of having acquired the kinds of skills that would permit them to find productive and satisfying jobs. The CBEC Collaborative Planning Project was created to address this program.

Before turning to the CBEC and its relationship with the schools, several features characterizing the structure of the NYC school system, which will be referred to later, need to be introduced and explained. In 1969, the New York State Legislature established a decentralized school district system for the city schools. As a result, operation and control of the elementary, intermediate, and junior high schools are shared by the Central Board of Education and 32 community school boards. The city's high schools, however, remain under the jurisdiction of the Central Board's Secondary Schools Department (SSD). The SSD is, in turn, directly under the jurisdiction of the Central Board of Education and the Chancellor, the chief administrator of the system. It is composed of an executive director appointed by the Chancellor, and five borough superintendents. The Executive Director is responsible for the overall management of the high schools and the borough superintendents oversee the high schools in their respective districts.

Within the individual high schools, the principal is the chief administrator. Each principal is assisted by a Cabinet composed of department chairs and assistant principals for administration. The Cabinet functions in a consulting and assisting capacity in the administration of major policy decisions.

In addition, the teachers union, the National Teachers Union (NTU), plays an important role in situations involving large numbers of teachers in the school system. In the case of the CBEC Collaboration and School Self-Improvement Project, primary union contact was maintained through NTU vice president, William Andrews, who was responsible for overseeing issues affecting high school teachers.

The Coalition for Business and Education Collaboration

The Coalition for Business and Education Collaboration of New York is an independent, non-profit organization composed of businessmen from more than 200 member firms. It was established in 1965 to bring the capacities of the business community to bear on vital urban problems.

CBEC's underlying philosophy, that business and government must work together if urban problems are to be resolved, is reflected in the following statement made by Carl Chalmers, the Chairman of Liberty Bank, who also served as Chairman and Chief Executive Officer of the CBEC:

> I can think of nothing that would put the brakes on big government faster than for business to identify critical problems and take the initiative in dealing with them before Washington felt the need to act (U.S. News and World Report, 1967).

As is clear in Chalmer's statement, concerns of the CBEC encompass the entire urban milieu. Its goal is to improve the quality of the economic and social environment of the city. In order to facilitate the achievement of that goal, member companies of the CBEC have developed mutually supportive relationships with public agencies and organizations. Task forces have been established in three major areas: the administration of justice, the operation of welfare and social services, and the business management of the city's public schools.* These task forces are composed of management specialists from member companies on full-time "loan" to public agencies.

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*Through the Public Development Corporation, CBEC has also worked to open up a city-wide network of industrial and mini-recreational parks and to foster the restoration of the city's many brownstone buildings.

In 1969, after a series of meetings, the CBEC and school authorities agreed that bringing the business community closer to educational processes would prove to be a positive step towards resolving some of the deepening problems plaguing the city's high schools. Their conclusion reflects what appears to be a fairly pervasive view of schools and education among businessmen and other members of American society. For example:

> In American society the main function of formal education is to prepare the young to assume adult roles in the economic political and social organization of society. But Americans usually place emphasis on the schools' role in preparing young people for desirable occupational roles. This emphasis accounts for the close association between schools and the business community (Callahan, 1962, p.1).

The vested interest in the educational process felt by the business leaders comprising the CBEC can be explained by this view of the role expected to be played by the public schools in American society. This interest, led to the conviction that sound business practices incorporated into the educational process could alleviate many of the schools' pressing problems. Implicit in these objectives was the notion that there was a need to incorporate a methodology for systematic planning in the school system as an alternative to the less efficient crisis management orientation that is frequently used in dealing with problems in urban school systems. This concern, along with the desire to forestall the imposition of less desirable solutions by the government, led the CBEC to establish a formal Collaborative Planning Project with the city schools.

The Collaborative Planning Project

At its Board of Directors meeting in November 1968, the CBEC considered a proposal to adopt one of the NYC ghetto high schools and to work towards transforming it into a model school. In January 1969, CBEC contracted with

Justifiable Futures in Education (JFE) to study the feasibility of the formation of a partnership between CBEC and one or more of its member companies, and at least one public high school. After conducting a national survey of industry-school partnerships, the JFE discussed the proposal with the Central Board of Education and received the endorsement of the Secondary Schools Department and the superintendent of schools. At the same time, the Board identified a dozen schools that would be interested in participating in a partnership program. Following discussions with principals and school staffs, two schools were chosen: James K. Polk High School in Breadville and Dolly Madison High School in Hattsville.

The First Partnerships

According to CBEC interest was high throughout the school communities as their members planned for the inception of the partnership programs. Representative advisory groups composed of parents, students, teachers, supervisors, community leaders, NTU officials, and businessmen were established for each school. In all, more than 60 individuals took part in more than 35 meetings. This planning procedure came to be known as "The Collaborative Planning Model" and was used to develop the general plans for the partnerships.* Starting with an analysis of the needs of each school the groups went on to generate specific projects for meeting those needs and to establish priorities to be followed in implementing them.* Projects developed in these two schools included: (1) a professional development center providing Educational Information Services Center (EISC) materials for identifying programs and research; (2) remedial reading and math programs using new methodology; and (3) an information system to identify and follow-up on students who were absent from classes without proper justification.

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*The idea behind collaborative planning is that a sense of inducement and commitment to change emerges as individuals from different levels of the school system participate in planning and carrying out each step of the process.

Once the partnerships had been established, CBEC began to touch base with various elements within the educational establishment. In order to establish a link with the central administration of schools, the Justifiable Futures in Education organized a meeting with the superintendent and members of the New York City Board of Education. The superintendent reiterated the Board's support and authorized the appointment of coordinators with the rank of Department Chairperson to assist the principals in each of the partnership schools. Since the superintendent was to retire in September (1969) JFE urged further discussion of the partnerships with key members of the Central Administration and the Board.

An ongoing relationship was established between the Collaborative Planning Project and the National Teachers Union through contacts with its vice president, William Andrews. Mr. Andrews was supplied with minutes of all advisory meetings in the schools and received a standing invitation to attend them. In addition, in September 1969, a meeting was held between representatives of the CBEC and the president of the NTU, John Dixon. Mr. Dixon indicated his awareness of the conditions at both schools and offered endorsement and support for the partnerships.

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*Although the two schools were not identical, the advisory groups were able to identify a number of common problems: serious overcrowding, high absenteeism and drop-out rates, student achievement scores, about two years behind averages in reading and mathematics, students inability to function using English, little student guidance, drug abuse, and a pervasive lack of knowledge concerning the world of work and job requirements among students, teachers and parents.

Also in September, CBEC representatives and JFE staff appeared at faculty meetings and student assemblies at both schools to describe the partnerships. In addition, members of the JFE staff attended orientation week at each school.

A year later, in 1970, the Board of Education asked CBEC to consider expansion of the Collaborative Planning Project to Hegewish High School in Saddleback and Lincoln High School in Hattsville. In both cases the same collaborative planning process developed in the original partnerships was used.

The process, as it evolved, exhibited seven basic elements CBEC hoped could be used as the basis for a model which could be replicated in other schools. They were (1) establishment of a planning committee to analyze problems, to identify solutions and to develop a school plan; (2) appointment of a coordinator to manage the process; (3) granting of released time for staff to research, develop and implement projects outlined in the school plan; (4) provision of a budget for research and development; (5) identification of outside consulting resources; (6) constitution of an ongoing committee to monitor project development; and (7) the loan of full-time personnel from member CBEC companies to work in each school.

Development of the Self-Improvement Strategy

In April 1973, JFE assessed the progress of the Collaborative Planning Project. They concluded that:

> The partnerships have demonstrated the usefulness of a systematic process by which all elements of a school and its surrounding community participate in the identification and solution of a wide variety of problems...through the marshalling and redirection of existing resources (JFE, 1973).

The assessment indicated further that, despite this success, the planned strategy of replicating the pilot projects in other schools needed to be modified. Experience with the four pilot sites had demonstrated that schools would be reluctant to adopt or even adapt programs which had been developed elsewhere.

> The overall lesson was that each school needed to have its own self-improvement process to generate an internal demand for change through involvement of school staff, students, and parents in problem identification, planning and goal setting and then provide a way to utilize the talent and motivation within the school itself to achieve the goals (CBEC, 1975, p.4).

Accordingly, during 1973, CBEC set about developing a new model which they termed "high school self-improvement." This new model incorporated the basic elements of the collaborative planning approach, but was designed to be adapted in individual high schools [illegible] no plans to replicate the resulting program elsewhere. CBEC proposed establishing these self-improvement programs in the four original schools and a number of others. The Secondary Schools Department accepted the offer, and in February 1974, suggested eight additional schools which were later reduced to four due to budget cuts. These developments set the stage for the writing of the "School Self-Improvement Proposal" which was submitted to the National Institute of Education.

CHAPTER II: THE HIGH SCHOOL SELF-IMPROVEMENT PROPOSAL

INTRODUCTION

In April 1974, the National Institute of Education (NIE) circulated an announcement inviting urban schools and groups associated with them to submit proposals relating to their development of problem solving strategies. The announcement read as follows:

> The National Institute of Education (NIE) is interested in studying the potential of various organizational arrangements for helping urban schools sustain a process of continuous improvement. The Research Program on Organizational Strategies for School Improvement -- of which this Announcement is one part -- will (1) provide grants to support the further development or extension of programs for accomplishing the above objective, and (2) contract under a separate solicitation for documentation and evaluation analysis in order to acquire generalizable information which NIE can use to assist other schools considering similar programs (NIE, 1974).

Since the organizational arrangements they had developed for the Collaboration and School Self-Improvement Projects seemed to meet the general requirements of the announcement, the CBEC submitted a proposal to NIE. In their response, the CBEC described their experience with the Collaborative Planning Project and proposed the development and implementation of a Self-Improvement Project based on that experiment.

Underlying Assumptions of the Self-Improvement Project

The proposal was developed around a set of assumptions relating to self-improvement which derived from CBEC's role as an outside catalyst in the collaborative experience. These assumptions fell into three categories; (1) general observations, (2) necessary institutional requirements, and (3) techniques for working with individuals and groups.

(1) General observations

- (a) There is talent in the system.
- (b) A demand for solutions to problems must be stimulated.

- (c) An initiating event is necessary for creating a climate for change.
- (d) Widespread participation in a school's problem solving effort is necessary.
- (e) Challenge, diversity and even conflict can foster problem solving.

(2) Necessary institutional requirements for self-improvement.

- (a) The designation of responsibility for improvement-specific individuals are assigned to lead and coordinate the effort.
- (b) The existence of a systematic planning process - as opposed to haphazard efforts.
- (c) A clear set of priorities - all problems cannot be tackled at once.
- (d) A knowledge of the school - improvement decisions should be made by those who know the school best.
- (e) The ability to develop coherent programs - made possible by a knowledge of the school.
- (f) A self-reliant staff - individuals in a school should be capable of carrying out decisions on their own.
- (g) The ability to use existing resources - school personnel should recognize and use their talents to develop solutions that really work.
- (h) A willingness to adapt programs to fit the individual school.

(3) In working with individuals and groups there should be:

- (a) Personal commitment
- (b) Psychological support
- (c) Time to plan
- (d) Time to work
- (e) Assistance
- (f) Reorganization

Key Components of the Self-Improvement Process

The CBEC proposal further identified specific features which must be present in a school for the successful implementation of the Self-Improvement Project. These key components, derived from the partnership experience, were as follows:

> School Self-Improvement Planning Committee. The formation of a School Self-Improvement Planning Committee by the school principal and the preparation of a School Self-Improvement Plan by that committee is an essential first step. The committee should be diverse and should incorporate school faculty, including members of the teachers' union, as well as the administration, students, parents, the community, and representatives of business and industry. A diversity of viewpoints is desirable. The committee should be chaired (or the sessions moderated) by an individual from within the school, or from outside, who is skilled in group techniques and is acceptable to all members of the committee. The committee should meet about once a week until a school Self-Improvement Plan has been adopted.
>
> School Improvement Coordinator. A teacher, guidance counselor, or school administrator should be released full-time to act as staff and as recorder for the Planning Committee.
>
> Office for School Improvement Coordinator. The coordinator needs a satisfactory office space suitable for himself/herself and an office assistant.
>
> Office Assistant. A highly qualified person should be appointed full-time to serve as aide and secretary to the School Improvement Coordinator and should work in or near the Coordinator's office.
>
> Release Time for Staff. Each Improvement school should be allocated two or more full-time additional teaching positions to release permanent school staff for developmental programs.
>
> Self-Improvement Project Review Committee. After the Planning Committee has worked intensively to create and adopt a School Self-Improvement Plan, it should be replaced by a smaller School Improvement Program Review Committee chaired by the School Improvement Coordinator. This committee should have a relatively higher proportion of school personnel, such as the principal, vice-principals, and faculty, and a lower proportion of parents, students, community representatives and persons from industry than was true for the initial Planning Committee. This is necessary because the job of the Planning Committee was to initiate change, whereas the job of the Review Committee is to monitor and assist the School Self-Improvement Project.

The Project Review Committee should meet periodically (approximately once per month) to review progress and problems associated with development, implementation, and evaluation of programs proposed in the School Self-Improvement Plan.

School Improvement Development Budget. The Secondary Schools Department of the Board of Education should allocate, a special budget to each Improvement school for developmental programs.

Consulting Services. Needed consulting services from within the New York City schools should be supplied or arranged for each Improvement school by the Department of Educational Direction and Finance of the Board of Education.

Time Commitment. All those concerned with the Self-Improvement effort should commit themselves to maintaining each Improvement school for a minimum of three years before deciding whether the process is beginning to produce measurable results.

Goals and Potential Outcomes

Finally, the CBEC proposal identified four general goals for the Self-Improvement Program. They were: (1) the stimulation of personal involvement and responsibility in goal setting, program development, program evaluation, and professional development in attaining mutually defined and accepted goals, (2) the learning and application of Organizational Development techniques, (3) the development of supervisory skills and capacities among upper echelon school administrators that are consistent with, and responsive to the Self-Improvement process, and (4) the development of capacities for self-analysis, feedback, and refinement of Self-Improvement processes.

The second general goal mentioned in the proposal related to a newly articulated methodological component, OD. Organizational Development, a method using social science techniques for facilitating change within a subsystem, had been used to develop the original Collaborative Planning Process. CBEC, however, formally mentioned Organizational Development for the first time in their conceptualization of the Self-Improvement Project. In an interview, the Project Director explained the rationale for the introduction of this methodology:

> OD, we came to it by the back door. Collaborative planning methodology was developed by Ben Barry, then with JFE. That was the basic group process technique brought to the project that worked in the four collaborative schools. It created a new frame of reference -- it got people to address new problems. Through collaborative planning we put into research and development efforts to implement plans that weren't being implemented very well. The people from industry were using MBO* and other group processes to get people to apply themselves in a developmental effort. It worked fine in all four schools without OD as such, but what we were doing was, in fact, OD.
>
> When we completed the collaboration, we synthesized out of that experience a set of conclusions and proposals, one of which was to get more schools and to get them to use the essential elements of self-improvement which we put in a report in April 1973. The proposal for a self-improving process recommended a program and some processes. In casting around to use that process to put in more schools, I kept up with the literature in management and followed up the OD move. I did not feel that with CBEC that we had the resources to move that concept, so drawing on our own resources, I talked with Falls and Benjamin Berry, and asked, is there a field of moving that we might use to draw on basic concepts and skills -- is there a basis of knowledge, approach or method that lend themselves to problem solving?
>
> The CBEC Program Review Committee, Fritz, Minster, Dawlish and myself, and Ted Cohen on loan [from a major American corporation] kicked it around. Ted Cohen supported me, that we should deliberately write OD in the (NIE) proposal and give it a try. Minster was resistant -- he had seen a lot of OD [at another major American corporation] and he had serious reservations on the basis of failures. It was too weak a lead to depend on. Too much dealing with interpersonal problems, and not enough with management problems. He went along with it; Fritz and Dawlish did.
>
> It was an attempt to bring in a set of viable skills where there was a body of literature, the rationale was to see whether it would facilitate it in the system. I took the position we could run with OD, but also it could be a lubricant to facilitate change. Group process, not just small group stuff. OD, taken properly, takes in the whole system.

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*MBO or Management By Objective is a planning technique in which the goals and plans for achieving these goals are worked out in advance.

A more comprehensive description of the OD concept and how it was employed in the Self-Improvement Project will be presented in subsequent sections of this paper.

Methodology (Collaborative Planning)

Although CBEC refined its strategy by formally including OD techniques, the eight Self-Improvement High Schools were to use the original Collaborative Planning process designed for the Collaborative Planning Project.

The Self-Improvement coordinator in cooperation with each school principal was to form a committee representative of, and open to, all constituencies of the school community to develop a plan for the school's improvement* The Collaborative Planning meetings followed the format which had been developed from the earlier Collaborative Planning Project and were chaired by an outside moderator skilled in group processes and well versed in the problem solving steps of Collaborative Planning. The Collaborative Planning Manual to be used by each school described these steps and planning procedures in detail, as follows:

Steps in Collaborative Planning.

1. Start by listing problems.
2. Then list opportunities.
3. Redefine each of the problems and opportunities carefully. Note that every problem also offers opportunities. Speculate on causation.
4. Look for feasible programmatic ways to change the causative patterns.

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*All constituencies included faculty, administrators, students, parents, community members. In some cases CBEC Corporate Representatives served as consultants to these committees.

5. In making general plans for projects, consider objectives, dates, stages, persons to be responsible, costs, and how the projects might be evaluated.

6. Develop criteria for establishing priorities.

   a. Number of students the project will teach.

   b. Potential educational results, as opposed to "charitable" endeavors.

   c. Costs per student.

   d. Prospects of export to other schools.

   e. Probability of permanent effects: for example, later assumption of costs by the Board of Education.

   f. Visibility and payoffs in morale and in a sense of achievement by the institution.

7. Put the final plans in a condensed format.

8. Provide for publication of the plan by members of the planning group.

9. Provide for continuation of the planning effort:

   a. To review progress of projects.

   b. To consider new ideas that might come up later.

   c. To revise original plan and maintain momentum.

   d. To assure satisfactory evaluation. (CBEC, 1975, p. E-37).

Although the ultimate objective of the Self-Improvement Project was to help schools improve their productivity, the Collaborative Planning Process, using Organizational Development techniques, was intended to have the immediate effect of training school personnel in sound management/planning procedures.

CHAPTER III: ORGANIZATIONAL ARRANGEMENTS OF THE SCHOOL SELF-IMPROVEMENT PROJECT (PHASES I and II)

INTRODUCTION

The School Self-Improvement Project was formally implemented within the eight New York City high schools in September 1974. Documentation of the activities of this project did not begin until June 1975. Consequently, descriptions of what occurred during the first nine months of the project's existence must be based on information provided by written documents, and interviews with program participants.

This chapter will be divided into two sections. The first will highlight Phase I, the original organizational arrangements (structural features) and the major planning and developmental activities (processual features) of the period between September 1974 and June 1975. The remainder of the chapter will sketch the restructuring of the organizational arrangements which took place at the end of the first year. The resulting structure was the one which existed during the documentation phase (Phase II) of the project -- June 1975-June 1976. The presentation of these structural features, at this point, sets the stage for the descriptions of the activities which took place during documentation. Those will be presented in Chapters IV, V, and VI.

Phase I -- September 1974-June 1975

Organizational Structure

During the first year of its existence, the School Self-Improvement Project was managed directly by the CBEC. At that time, Mr. Frank Holden, an experienced manager, was made available by a major firm to serve as Project Manager. Dr. Matthew Gray, who had been involved with the Collaborative Planning Project and its transition to the Self-Improvement Project, was appointed Project Director and Principal Investigator for the project.

Distinctions between these two roles were frequently unclear, but generally the Project Director was concerned with policy, while the Project Manager was concerned with day to day operations.

Consulting Services. When developing the Self-Improvement management plan, CBEC had assumed that corporations would make experienced consultants who were familiar with OD available to Self-Improvement schools for short periods of time to work with the planning committees. However, early in the Fall term it became evident that few companies would be able to supply such help. Since only two consultants were made available, foundation funds* were obtained to retain process consultants and graduate interns. One part-time OD consultant, a university professor, was given a school assignment. Dr. Roger Smith, an organizational development consultant from Massachusetts, was hired by CBEC on a part-time basis, and Educational Research and Planning (formerly Justifiable Futures in Education) provided consulting through the participation of Dr. Alice Falls (full-time) and Dr. Walter Stern (part-time).

In an interview in May 1975, Dr. Smith told of his initial experience with the Self-Improvement Project. In September 1974, Smith had met with the CBEC Review Board to discuss his possible employment and it was agreed that he would be the Senior OD Consultant and would recruit eight graduate interns from Ivyleaf University to work with the Self-Improvement Schools.

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*Although NIE funds were available, CBEC's policy was to restrict the use of NIE funds to the promotion of the projects in the schools: Consequently they used foundation funds to hire consultants.

The Ivyleaf University involvement began in October 1974. Dr. Smith maintained that, at the beginning, the Self-Improvement project had not clearly defined itself and the participants to be involved had an inadequate understanding of the process. He further noted that there was some confusion among CBEC planners as well. It was not clear to anyone what kinds of results were expected or desired, a significant change in processes or a measurable structural change. Part of the confusion seemed to stem from the unexpected transition from the clearly defined Collaborative Planning Program to the open-ended Self-Improvement Project. Smith felt that CBEC had neglected to iron out basic problems in the switchover. One indication of this neglect, in his opinion, was the fact that Collaborative Planning participants had been more committed to their program than Self-Improvement participants were to theirs.

In assessing consultant services for the first year, CBEC (1975) maintained that:

> These services as well as those of other corporate representatives were uneven in the Improvement schools due to delays in recruitment, to travel difficulties for interns, to individual differences in abilities, and to differences in amount of time available by both the corporate consultants and the interns, but all eight schools received some Organizational Development assistance during the year.

Board of Education Linkages. In addition to private agencies two divisions of the city's Board of Education, the Secondary Schools Department and the Department of Educational Direction and Finance (DED&F) agreed to provide resources and personnel to fill the necessary structural linkages. Mr. Hedinger, Executive Director of the Secondary Schools Department, assigned Dr. Paul Filmore, head of new programs, to serve as his liaison and deputy to the project. Dr. Simon Manning, Management Director of the Department of Educational Direction and Finance, assigned Dr. Alfred Meixner to serve as the link with the Curriculum Bureau of the Secondary Schools Department.

The Department of Educational Direction and Finance's participation during Phase I was limited to its assistance in planning a workshop devoted to curriculum areas which was held in the spring 1975.

The Coordinating Council. The Coordinating Council, an advisory body to the Secondary Schools Department under the direction of the Project Director, was considered an integral element of the project's governance structure. The Coordinating Council's membership consisted of the Project Director, representatives from the Secondary Schools Department and the Department of Educational Direction and Finance, the eight school Improvement Coordinators, CBEC's consultants for the project, and CBEC's Project Committee members. The council met once a month during the first year to make detailed plans for a review of the project's progress and to recommend the allocation of funds and other resources among the eight Self-Improvement Schools. The recommended allocations of funds and other resources made by the Coordinating Council were to be forwarded to the Executive Director of the Secondary Schools Department for consideration and action.

The Principal's Group. This group was made up of the principals of the eight high schools involved in the Self-Improvement Project. It was convened quarterly to review the work of the eight schools and to offer advice on how the project should be carried out.

Process Features

During the fall term, 1974 the essential elements of the School Self-Improvement Project (as described in Chapter II) were incorporated into each of the eight schools in order to carry out the Collaborative Planning phase of the strategy. The coordinator of each school, in cooperation with the school's principal, formed a committee made up of representatives of all constituencies of the school population (administrators, faculty, students, parents, and community representatives) to develop a plan for the school's improvement.*

Although each school was to carefully follow the specified steps detailed in the Collaborative Planning Manual, according to CBEC, no school implemented the Collaborative Planning model perfectly. Only two schools consistently used process-skilled external moderators. In most cases Improvement coordinators moderated the meetings. Only three schools followed the planning sequence precisely according to steps outlined in the Manual. Some schools deliberately made modifications and others omitted steps either inadvertently or due to time pressures. All but one school successfully generated a constituency based School Plan in time for the spring term phase of research and development. The school that did not meet the schedule was delayed by complications resulting from a court order affecting the school.

The School Plans. The final plans produced by the Collaborative Planning Committees of the eight Self-Improvement schools varied in focus and in the number of projects proposed for school improvement. Some of the problem areas identified in the school plans were: improving academic skills, curricula development, career guidance and education, improved attendance, student motivation, identification of student health problems, and the need for systems analysis. One area, which was singled out by seven of the eight plans, was the need for improved communications and human relations. In a similar vein, the eighth plan included the need for improved staff and student morale.

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*See Chapter IV for further description and plans in two Self-Improvement schools.

Projects proposed for dealing with these problems included: peer counseling, advising programs, surveys, guidance projects, workshops and inservice training for faculty, development of new courses, use of video tape and audiovisual materials, individualized curricula, and independent study. In addition, three plans included proposals to examine alternative school structures.

All but one of the schools published the completed plan and distributed copies to the schools' staffs, students, parents, and community representatives. The plans were discussed at faculty meetings and conferences, student leadership classes, and social studies classes.

Project Development. During the spring term, 1975, faculty who were to develop the specific projects outlined in each school plan were selected. Generally they had one or two periods released for research and development, and in some cases, for implementation of the project.

The methods used for selecting released time staff varied among the schools. Although the principal had the final authority of appointment, in most schools, the Project Review Committees, the coordinators, and the department chairpersons played influential roles. In addition, released time positions were posted in some schools to meet the requirements of the teachers' union (NTU).

Once the Self-Improvement Projects were underway, the School Improvement Project Review Committees, called for by the CBEC proposal to replace the Collaborative Planning Committee, began their activities. These committees met regularly to assist in problem solving and in making decisions relating to budget allocations for the proposed projects. In some schools, the Project Review Committee carried out further planning. Its membership varied among the schools. In all the schools, however, it was chaired by the Improvement Coordinator and included the school's principal, the Improvement Office Assistant, and some department chairpersons. Other participants included corporate representatives, CBEC staff and process consultants, students, parents, and community members.

Self-Improvement Workshops. In an effort to develop and implement the Self-Improvement model in the eight Improvement schools, CBEC prepared extensive professional training activities which were conducted throughout the school year and the summer. These included: orientation for principals and school improvement coordinators, a four-day training workshop in January 1975, a curriculum content area workshop in the spring of 1975, and a Transition Workshop in June 1975. The Transition Workshop was the only one of these activities to take place during the documentation phase of the project, and a detailed discussion of it will be presented in Chapter VI of this case study. Some aspects of the Transition Workshop, however, deserve mention at this time, as it occurred during a critical period of the project's development and a number of changes relating to the project's restructuring resulted from the dynamics which occurred within its context.

To begin with, the Transition Workshop took place at the end of the school year and coincided with critical changes in the make-up of the project's staff. Its Project Manager, Frank Holden, was due to leave the project at this time. The decision was made to retain Mr. John Barth as the new Project Manager (later to be referred to as the Project Administrator). Mr. Barth had also been trained in OD techniques and had previously served as Director of the Exploratory Academies in the Secondary Schools Department.

Dr. Roger Smith, the Senior OD Consultant, was also leaving the project, and Dr. John Storey, a professor of Educational Administration at Saddleback College, was retained on a half-time basis to serve in that capacity. This decision was made in order to establish a linkage with a major university in the city, for the purpose of building a capacity within the university to provide needed inservice training for Improvement personnel in future years. In addition a decision was made in April 1975 to retain Stanley Bishop, an Ivyleaf University doctoral candidate in OD, on a full-time basis. A former intern and former teacher, Bishop would be a consultant in Organizational Research, Planning, and Development.

Dr. Eileen Flanagan, also a Board of Education representative of the Secondary Schools Department, joined the Self-Improvement Project at this time. Her role was to aid in the transition from CBEC Secondary Schools Department management, a transition which was to be completed by the end of the three year period of NIE support. Dr. Alice Falls (of Educational Research and Planning, formerly Justifiable Futures in Education) was kept on as the Educational Consultant for the program.

In addition to occurring at a critical time in terms of the Self-Improvement Project's staff changes, the Transition Workshop was itself a vehicle for important changes in the project. In particular, some of the issues addressed at the workshop in assessing the year's progress led to the surfacing of problems relating to interpersonal dynamics and organizational conflicts and resulted in the restructuring of the project's management components.

During the workshops the project participants examined the fundamental assumptions of the entire project and found these basic questions surfacing:

(1) What is collaboration?

(2) What are the goals of Improvement?

(3) What is implicit in the Improvement Model that goes beyond released time for Research and Development and collaborative planning?

The "Summary Report" of the Transition Workshop, written by the Educational and OD Consultants, illustrates the general tenor of the workshop participants' assessments.

(1) Collaboration

The Report states: "There are difficulties in creating a collaborative project and in knowing when or to what degree you've succeeded in achieving collaboration."

Some degree of representation is necessary so each constituency has a role in the decision-making structure. The definition of representation and collaboration may vary among faculty, students, parents, the community and the administration. It is important for the individual schools to develop their own criteria for collaboration for the different groups, so each group has an opportunity to exert influence.

(2) Goals of Improvement

The three basic improvement goals are: the provision of a better education for students; the creation of an atmosphere in which students can have influence and which permits a humanistic socializing process to take place; and, the redistribution of power and influence in decision-making.

(3) Implicit Content of Improvement Models

> The Report states: At the core of the Improvement process is a different way for the schools to make decisions. The Improvement resources provide an exercise by which a school can learn to make decisions in a more collaborative way, if it so chooses. For example, different Improvement schools set up broad-based collaborative decision-making and others left the decision-making to a few people.

The "Summary Report" of the Transition Workshop clearly points out that issues relating to collaboration and decision-making were foremost on the minds of its participants. A dominant theme which emerged was the relationship between the project's management and the Improvement coordinators. The coordinators agreed that they had not been sufficiently involved with the decision-making activities of the management team. One coordinator described the conflict as follows: "The underlying conflict is (with) the management team. There is a 'we'-'they' dichotomy and a breakdown in communication." In order to address this conflict, the participants engaged in an "imaging" exercise, which will be discussed in a subsequent chapter. As a result of these activities, an effort was made to restructure the management of the project so that coordinators would have more involvement in decision-making.

Restructuring the Management. Following the Transition Workshop, a committee was created to plan for the organizational restructuring of the project. This committee was initially called the Management Support Team. The membership of this committee included the Project Director, the Project Administrator, CBEC consultants Stanley Bishop, John Storey, and Alice Falls; and Board of Education representatives Paul Filmore and Eileen Flanagan.

The team's first order of business was to develop a more viable management for the project. When they met on June 18, 1975, the decision was made to divide the management structure into two district groups. Filmore remarked:

> There have to be two distinct groups: a group to say what is in the model and to codify it to a transferable model and a second group to be a specific unit for day to day operations. It must be communicated to coordinators, the need for two groups.

Filmore also commented that there was a large gap in the management in that high school administrators were not adequately represented. He said: "I think they should be involved in some way. Principals have not been a functioning team. We have to build their involvement."

As a result, the management was divided into two teams, the Model Team and the Support Team. Furthermore, representative coordinators were installed as permanent members of each of these teams. In the case of the Support Team, coordinator representatives were Ronald Verkennis and Vivien Clair. In that of the Model Team, the representatives were Gregory Wood and Bill Day. In addition, two high school principals, Alvin Goldman and Henry Blum, joined the Model Team.

During this initial restructuring, three additional teams were proposed: Professional Development, Action Research, and Policy Teams. It was decided that one or two principals would be recruited for membership on each of the teams. Although the Coordinating Council was still to be maintained as part of the organizational arrangement, the project's management restructuring had particular consequences for the future responsibilities and functioning of that body. A discussion of these consequences will be included in the section on Phase II in this chapter.

Phase II - June 1975 - June 1976

By the beginning of the 1975-1976 school year the restructured project was ready for implementation. This section briefly describes the new structure with particular emphasis on the organization, responsibilities and workings of the five teams and the Coordinating Council that comprise the major components of the program. This description has been included since it provides a framework for the crystallization of the Self-Improvement Project.

The rationale for this approach is to provide a basis for understanding the improvement process as it was carried out and documented in the two documentation schools. This latter will be the subject of the following two chapters. The structure of the School Self-Improvement Project is shown in the following two figures. Figure I shows the organizational chart. Figure II shows the membership within the structures.

Figure 1.

ORGANIZATIONAL STRUCTURE OF THE SCHOOL SELF-IMPROVEMENT PROJECT

BOARD OF EDUCATION/UNIVERSITY/CBEC
POLICY TEAM

MODEL
TEAM

COORDINATING
COUNCIL

PROFESSIONAL DEVELOPMENT TEAM

ACTION RESEARCH TEAM

SUPPORT TEAM
CBEC CONSULTANTS

Figure 2.

MEMBERSHIP WITHIN THE STRUCTURES

	HIGH SCHOOLS	UNIVERSITY	CBEC
POLICY TEAM	Board of Education Representative: Mr. Alexander Hedinger, Executive Director, Secondary Schools Department	Representative: Top administrator of UNY to be decided.	Staff: Dr. Matthew Gray
MODEL TEAM	Board of Education Representative: Dr. Paul Filmore High School Principals: Mr. Alvin Goldman Mr. Henry Blum Coordinator Representatives: Mr. Gregory Wood Mr. Bill Day		Staff: Dr. Matthew Gray, Project Director Dr. John Barth, Project Administrator Dr. Alice Falls, Consultant Dr. John Storey, Consultant Mr. Stanley Bishop, Consultant Corporate Representative: Mr. Terry Pyne
COORDINATING COUNCIL	Coordinators: Mr. Gregory Wood Mr. Derek Mahoney Ms. Carol Adler Dr. Vivian Clair Mr. Ron Meadowgate Mr. Bill Day Mr. Paul Anthony Mrs. Pam Wilson		Staff: Dr. Matthew Gray Dr. John Barth Mr. Stanley Bishop Dr. Alice Falls Dr. John Storey
PROFESSIONAL DEVELOPMENT TEAM	Board of Education Representative: Dr. Eileen Flanagan High School Principal: Mrs. Sarah Brinski Coordinator Representatives: Mr. Derek Mahoney Mr. Paul Anthony		Staff: Dr. John Storey Dr. John Barth Mr. Stanley Bishop
SUPPORT TEAM	Board of Education Representative: Ms. Harriet Johnson Coordinator Representatives: Mr. Ron Meadowgate Dr. Vivien Clair		Staff: Dr. Matthew Gray Dr. John Storey Mr. Stanley Bishop Dr. John Barth Dr. Alice Falls
ACTION RESEARCH TEAM	Board of Education Representative: Dr. Paul Filmore		Staff: Dr. Matthew Gray Mr. Stanley Bishop Dr. John Storey Corporate Representative: Dr. Kurt Flynn
	Outside Consultant:	Dr. Walter Stern, Director, Educational	Research and Planning

Model Team

On August 25 and 26, 1975, the first formal meeting of the newly created Model Team was convened. This team was conceived as a task group designed to analyze and make needed modifications in the existing Collaborative Planning model and to institutionalize the Improvement model in the schools.

The proposed goals outlined on the agenda for this two day session were:

(1) Examine, clarify, and expand the Self-Improvement Model to develop an outline for the modified model.

(2) Clarify structures and roles of different CBEC SSI (School Self-Improvement) Projects.

(3) Team building for the Model team.

As part of the agenda of the Model Team meeting, a list of relevant issues was critically analyzed in an effort to modify or refine the present model.

The case of the Coordinating Council prompted a great deal of discussion. There appeared to be some contention for the overall decision-making power in the project. Filmore, the Board of Education representative, took the position that the Coordinating Council members were heavily concerned with individual projects in their respective schools. He made the point that, "Two years away, the NIE budget will be drying up. Coordinators may not want to spend money now for the future effort. The coordinators are interested in the here and now." Barth essentially agreed with Filmore. He stated that the issue was one of power, saying, "The way it is now, the coordinators have the final say."

Filmore argued that the power should reside in the Model Team. He asked, "Shouldn't the Model Team have the final say, instead of the Coordiing Council? Constituencies should be equally represented. Now the coordinators have a representation of eight on the Coordination Council." The issue was not resolved at this meeting but the strong positions expressed by Filmore and Barth seemed to influence the final governance structure of the project.

By the end of this two-day meeting, a number of decisions had been made relative to the development of other project teams and their interrelationships within the context of the overall organizational structure of the project. That structure, and the make-up of each team, are illustrated in a chart found at the beginning of this section.

During a Coordinating Council meeting held on September 5, 1975, the proposed change in the governance structure of the project was presented to the coordinators. At that time there was no evidence of resistance to the plan. At a subsequent Coordinating Council meeting held on October 23, Project Director Gray elaborated on this plan and explained the NIE Phase II proposal and the proposed changes in the organizational structure of the program.

Gray proposed that the governing body for the project be changed from the Coordinating Council to the Model Team. The proposal was accepted at this point with no questions or objections. Gray further explained that the proposal for the allocation of NIE funds for the next planning period was to divide the $80,000 grant with $40,000 going to Improvement schools and $40,000 going to promote the transfer to Improvement from CBEC to the Board of Education. There was no immediate response made to Gray's proposal, but approximately one hour after the proposal was made regarding the change in organizational structure, one of the coordinators (Mahoney) asked whether the Model Team would have decision-making power for NIE funds. Gray responded, "The Model team will be guided by the other teams such as the Professional

Development Team." The coordinator (Mahoney) nodded his head to indicate understanding of the proposal and stated, "I just wanted to be clear." Mahoney was the only person to confront the issue regarding the change in structure. Gray's response to Mahoney appeared to be an indirect response to the issue, but in effect the meeting completed the process of transferring the decision-making power of the project from the Coordinating Council to the Model Team.

Membership on the Model Team, at this point, included those persons listed in Figure II. During the year, the Model Team worked assiduously at refining the original Self-Improvement Collaborative Planning Model in order to meet the demands of a rapidly expanding project. The New Modified Model which reflects a major accomplishment of this team will be discussed later in this case study.

The Coordinating Council

Although this was the policy-making body of the project for the first year, the restructuring of organizational arrangements changed it into a forum for information-sharing, feedback, and problem-solving of the day-to-day Improvement operations. Membership on this team consisted of: the Project Director; the Project Administrator; consultants Bishop, Falls, and Storey; the Board of Education representative, Dr. Filmore; and the eight School Improvement coordinators.

The Support Team

The purpose of the Support Team was to provide ongoing support to the Improvement project being implemented in the eight schools. As part of the design, each of the five CBEC staff members, Barth, Bishop, Storey, Falls, and Gray was to serve as a consultant to one or two of the schools and to interact with the principal and coordinator as primary clients. During the beginning of the 1975 fall term, the CBEC consultant, in cooperation with a particular school principal and a coordinator, generated a contract concerning their expectations. The use of the contract was to enable each individual to be very explicit about the goals, to set specific objectives for the year, and to systematize the review of progress. It was hoped that the contract building would enable each school team to respond to its own particular needs while experientially introducing a management by objectives approach which could later be transferred to other parts of the school. This was seen as an important step since the feedback from principals and coordinators indicated that in the past there had been confusion regarding goals and objectives in the overall process. The plan was to have an external consultant spend one day a week in each school; once a month the coordinator would have the option to meet with the entire consulting team to solve problems and explore the utilization of other resources.

Another role developed for the Support Team was the involvement of its members in the training and professional development of coordinators and principals as internal change agents. The external consultant to each school was to work in conjunction with the corporate representative of the particular school and with any other person engaged in improvement efforts, such as graduate interns.

At both documentation schools, the meetings between consultants and in-school coordinators and principals, served primarily as opportunities for the coordinators to provide the consultants with progress reports. Since the coordinators serving both James K. Polk and Dolly Madison were strong leaders, frequent consultations were not necessary. At Dolly Madison, Consultant

Alice Falls generally would meet with the coordinator to discuss proposed agendas for in-school Improvement meetings, attend the meetings, and provide feedback to the coordinator after the meetings. James K. Polk consultant John Barth was more frequently involved in meeting with the Improvement Coordinator, the principal, and other Improvement participants to plan critical stages of the project.

In addition to meeting with Wood and the principal to build a contract for the spring term, 1976, Barth also helped Improvement participants responsible for instituting the 9th year Mini-school (described in Chapter IV). Barth's own experience with an alternative school served as a valuable resource in the initial planning stages of the 9th year Mini-school.

Although the idea of the Support Team was to create a situation in which there was little dependence on the external consultants, the coordinators of Improvement activities at the two documentation schools were already at a stage of general independence during the 1975-1976 school year. Members of the team then included, CBEC consultants Barth, Storey, and Falls; one member of the Secondary Schools Department, Harriet Johnson; two coordinators; and Meadowgate and Clair.

Professional Development Team

The team was designed to fulfill two primary functions. The first was the designing of professional development training activities for personnel in the eight Improvement schools. In addition, it was charged with developing such activities for personnel of the eight schools who had shown interest in becoming part of the Self-Improvement Program. Training was to focus especially on the roles of principals and coordinators.

The Professional Development Team was also responsible for developing a capacity, through training and professional development programs, for the continuing functioning of Improvement in the future. This was to be achieved by combining the resources of the Secondary School Department, the city's university and current participants in the Improvement Project.

Some of the activities of the Professional Development Team during the 1975-1976 school year included a colloquium which served as an orientation and problem solving workshop for currently active and potential Improvement principals, assistant principals, and coordinators, and a number of skill development workshops for coordinators. Members of the team included CBEC consultants Bishop, Storey, Barth and Falls; Secondary Schools Department representative, Eileen Flanagan; two Improvement coordinators, Mahoney and Anthony; and one high school principal, Sarah Brinski.

Action Research Team

The Action Research Team was designed to help the Model Team develop and implement a survey research design which would help to answer questions about the effectiveness of the various aspects of the model. The feedback from this design would be utilized as a basis for modifying the model. The team was to be responsible for the collection and presentation of data and the training of other Improvement participants in survey-feedback techniques. During the year, the Action Research Team, under the direction of CBEC consultant Stanley Bishop, worked on the project in three of the Improvement schools. Further details relating to these efforts will be presented in Chapter VI.

The membership of The Action Research Team consisted of CBEC consultants Bishop and Fall; the Project Director, Matthew Gray, Dr. Filmore of the Board of Education; one corporate representative, Dr. Kurt Flynn; and one consultant from Educational Research and Planning, Dr. Walter Stern.

Policy Team

The Policy Team which was supposed to be established to form a high level support mechanism to facilitate the movement of the project into the Board of Education (SSD) and Central University was never implemented to the knowledge of this author, although the creation of this team was included in the NIE Phase II proposal. Instead, the New York City Council of Education, which was created upon the initiation of the CBEC, carried out those functions. The Self-Improvement Project was to be under the umbrella of the Council, and Improvement Project Director, Matthew Gray, was to serve as the Executive Director of the Council on Education.

The preceding illustrates the formal structure of the Self-Improvement Project as it was in September 1975 at the beginning of the documentation of the improvement processes in two of the eight high schools, James K. Polk and Dolly Madison. Descriptions of these processes are presented in Chapter IV. In addition, professional development activities of the Self-Improvement Project which occurred between June 1975 and June 1976 will be described in Chapter V.

CHAPTER IV: SELF-IMPROVEMENT AT TWO HIGH SCHOOLS: JAMES K. POLK AND DOLLY MADISON

INTRODUCTION

This Chapter describes the involvement of two New York public high schools with CBEC's Collaborative Education Project. The first section is a description of the course of the project at James K. Polk High School. The second, is a briefer description of the project experiences at Dolly Madison High School, including a description of the development of a sub-school project.

James K. Polk High School

In September 1974, the School Self-Improvement Project was formally implemented at James K. Polk High School. Documentation of the Self-Improvement process at James K. Polk took place between September 1975 and June 1976.

The focus of this section is on the implementation of in-school Self-Improvement Projects at James K. Polk. It will begin with a brief description of the school which will be followed by a presentation of the Self-Improvement Projects including an in-depth description of the processes involved in the development of one specific project, The Polk Academy.

James K. Polk High School is located at 1500 Taggart Avenue, at the corner of 272nd Street in Breadville. The school is situated in a residential neighborhood which is scheduled for urban renewal, with a population in constant flux. Students come to James K. Polk from the entire Breadville area including Breadville River, Evergreen, Lamar and Ruleville Sections.

As is characteristic of many schools in urban renewal areas, the student population of James K. Polk has changed dramatically in recent years. Whereas a few years ago most of the students were white, today they are predominantly members of minority groups. The Improvement Coordinator of the school explained that in 1969, when he began teaching there, approximately 60% of the students were from lower, and 40% from middle socio-economic homes. At present, however, 95% of the students are lower socio-economic in status. In addition, in 1969 the school's student population was 1/3 each Black, Hispanic and other. Today it is 40% Black, 58% Hispanic and 2% other. The teaching staff, which numbers 154, is 4.5% (7) Black, 9.7% (15) Hispanic and 85.8% other.

The administrative staff of the school is made up of a principal, and thirteen assistant principals: one assistant administrator, one guidance counselor, one discipline and security administrator, and ten supervisory persons (department chairpersons). Of these, only one, a department chairperson, is Black.

James K. Polk High School, an original collaboration school, has been involved in educational innovation for a long time. Prior to the collaboration, the Applied Learning Aid Team (ALAT), a research and development team, which will be described later in this Chapter, was operating in the school and eventually became part of the Self-Improvement Project.

The school has a warm, informal atmosphere and may appear to some observers to lack organization and discipline. When you enter you usually see large numbers of students engaged in conversation with each other or with members of the school's staff, a scene which is frequently interrupted by the staff as they attempt to clear the halls. These efforts are generally characterized by a warm and amiable encouragement to get to class.

The physical facility of James K. Polk High School includes a main building and an annex, located one block away. The main building, where Improvement activities were centered, is a large structure which was constructed in 1925 and modernized in 1962. According to Board of Education statistics, the utilization of the school in 1972 was 137% (NYC Board of Education, 1975). The main building has 114 instructional rooms in its five floors.

Initial Collaborative Planning at James K. Polk

In order to establish collaborative planning as an operational mode for Self-Improvement at Polk, meetings were held once a week from late September 1974 through mid-January 1975. In November 1975, a progress report was sent to the faculty.

The planning committee was made up of a voluntary cross-section of the Polk community composed of 25 teachers and counselors, 22 students, 10 parents and community members, and 8 administrators who met for 2½ hours weekly to develop an improvement plan for their school. Their collective goal was described as the desire "to make Polk a better place for students to learn and for teachers to work in" (Polk Improvement Planning Committee, 1974).

In its original mandate, the committee was to develop a school-wide plan to be implemented over a three-year period after first being submitted for the general approval of the Polk community. The plan was to be submitted specifically to the following groups: faculty, administration, consultative council, NTU committee, student organization, and parents' association. Each of these was also invited to submit recommendations for the improvement plan.

By November 1974, the committee had met ten times with an average of 34 members present each time. In general the committee approached the following tasks:

(1) Examination of the goals of J.K.P.H.S.

(2) Establishment of priorities among these goals;

(3) Exploration of the large problems inherent in achieving these goals;

(4) Listing of the forces that blocked an attack on large problems;

(5) Brainstorming action steps to attack the blocking forces;

(6) Evaluation of the feasibility of action steps;

(7) Exploration of possible alternative solutions.

In the memo to the faculty, the committee reported the establishment of an order of priorities among immediate goals. These were:

(1) Improve attendance;

(2) Improve communications;

(3) Improve career (vocational) and academic choices;

(4) Improve guidance services;

(5) Improve basic skills.

The report also listed other goals to be considered later, including teacher/student role definition, curricular reform and innovation, class size adjustment, physical improvements to the school and its ancillary services, and increased involvement of the total school community. To these ends, all members of the community were invited to attend Improvement meetings.

In order to work with the tasks of screening proposals and allocating resources, the Planning Committee established a smaller Screening Committee made up of representatives from each group comprising the Planning Committee with the exception of students. It included three teachers, three administrators, three community representatives, the Improvement Assistant and the Improvement Coordinator.

On December 6 through 8 the Screening Committee spent the weekend at Harris Farms to discuss the goals, problems, and possible project recommendations for Polk. On February 25, 1975 the Polk School Plan was distributed to all the constituencies of the school community. The plan was quite extensive (see appendix).

As a result of the school plan agreed upon at the beginning of the spring term of 1975, the Polk Screening Committee decided that certain projects should be considered priorities. It recommended that released time positions for research and development for that term be allocated in the following way:

Program	Department	Faculty Member	No. Periods
Animal World	Biology	W. Patton	2
English as a Second Language	ESL	R. Hamper	3
Media	English	C. Foresman	1
English GR	English	T. Drosett	1
Medical Office Assistance	Secretarial Studies	J. Browning	1
Career Education	Secretarial Studies Accounting	F. Giffordson	1
News & Documentary Production	English	H. Cashman	10

In addition, in the latter part of the spring term, the Screening Committee made recommendations for specific projects to be implemented in the fall 1975 term as shown in the table below. In some cases, projects researched and developed in the spring would be implemented in the fall. In other cases, projects would merely be researched and developed in the fall. Projects scheduled to be implemented in the fall were:

Program	Department	Faculty Member	No. Periods
EAAG	Phy. Science	E. Farmer	1
Horticulture	Biology	A. Schwartz	1
Major Art	Art	I. Meers	1
Reading in Subject Area	English Social Studies	A. Grattel	1
Alternative School	Accounting	D. Butkus	1
Media	English	C. Foresman	1
Career Education	Secretarial Studies	R. Newtown	1

Self-Improvement Project at James K. Polk

In the fall of 1975, the James K. Polk School Self-Improvement Project entered its implementation phase and released time and support funds were allocated to several programs which will be described in the sections which follow.

Applied Learning Aid Team (ALAT). The Applied Learning Aid Team, a research and development team, was originally funded by the Office of Education under the Educational Professional Development Act (EPDA), but federal funding was discontinued as of June 1972. The Secondary Schools Department continued to fund the project through June 1975. During the tenure of the project, Polk received more than $300,000.

ALAT's activities included research, faculty workshops, and consulting services. The screening committee believed that their services would be essential in helping to develop new projects and to provide the background research needed to establish new curricula and programs. The responsibilities of this group, in the context of the Self-Improvement Project, included doing background research on all new projects, helping to develop evaluation tools for these projects and meeting with project managers to assist them in obtaining materials. Two active Improvement participants, Sy Krim and Ellie Smith, were responsible for this project.

The Applied Learning Aid Team became an invaluable resource for Polk and very important in the research and development phase of the entire Improvement model. For example, once a teacher expressed an interest in a particular area, he or she was immediately directed to the resources of the EISC (Educational Information Service Center) System which had been brought into the school by the ALAT. Both Sy Krim and Ellie Smith helped to train teachers in the use of the system as a research tool. Although the EISC system was used extensively by individuals in the Improvement Project, it was also made available as a resource for the entire school and for other schools in Breadville.

Realizing the value of the EISC system, Paul Filmore, the Board of Education's representative for the Improvement Project, requested that its files be transferred to the offices of the Central Board of Education. Filmore took the position that the EISC system was something which should be shared with the entire school system. When the request was first made, Wood, Polk's Improvement Coordinator, expressed some reservations. In the end, however, a transfer was agreed upon and the system is now located in the Board of Education's central library.

Career Education. Development of the Career Education Curriculum and Career Education Center was supported by Improvement in the 1974-1975 school year with one released time position and a support budget of $985. Due to programming problems, only two Career Education classes were offered during the 1975 spring term. One released time position was allocated to the project during the spring, 1976 term for expansion of the career center, counseling, vocational interest testing, and organization of a career fair.

Animal World. The Animal World project was first developed by Wallis Patton of the Biology Department in September 1974 when the school was involved in the Collaborative Planning Project. It was devised to instruct students in zoology as well as to provide an interesting and innovative approach to biology.

During the 1974-75 school year, Mr. Patton was allocated two released time positions for curriculum development and revision, establishment of an independent study component, a high school student-teacher arrangement with Sharing School, and coordination of the program and mini-zoo.

There were 11 classes in Animal World being offered during the fall, 1975 semester. Due to budget cuts, the number of classes were reduced to six during the spring, 1976 semester. One class is an independent study and one class is offered bilingually. The program has now been institutionalized and is offered entirely under tax levy funding. In addition, since Mr. Patton has left Polk the program has now been taken over entirely by the Biology Department.

A teacher who was involved in the Animal World project commented:

> The materials make the program much more interesting. My personal opinion is that I am able to function with students in terms of reading and motivation...There's a lot of audio-visual and reading material along with the animals. They can see them, touch them, smell them; experiences they would not have had otherwise.

The teacher explained how the animals are used as a vehicle to study biology: "For example, we begin the term with the study of mammals and their internal organisms; the animals help us to illustrate." In response to my question about whether the introduction of the Animal World curriculum had changed his teaching style in any way, the teacher said:

> Yes. I developed new techniques in using materials...One thing I like to do is make up a series of questions from tapes and filmstrips; I didn't do that before...I let the kids have the questions while they are watching the film and I pick out the correct answer in the film. I'll run the tape or film again; they're forced to listen...We worked up entirely new materials, new diagrams.

This development of new materials he did on his own rather than on released time.

A laboratory specialist with a degree in zoology, who worked with the Animal World project, explained that Animal World had really been an excellent "turn on" for students who had previously been turned off to science. She added that the course work was still a little difficult for students, since reading was a problem, saying, 'We have to go very slow."

One of the senior students had been involved with the animals for three years. Although she had not been a student of the Animal World course, she had obtained her involvement as Independent Study. She had worked in the laboratory with the animals, feeding them and cleaning their cages, and in her last year, as part of the Independent Study, she had worked on a project to introduce students of a nearby elementary school to Animal World.

Describing this experience, in which she had taken some of the animals to the elementary school, she said: "I made a lesson on forms of life like amoeba. I used microscopes to explain the lesson." Upon completion of high school, she hopes to go to college and study Environmental Science. She credits her involvement with Animal World as having shaped this goal and with helping her to secure a job outside of school in a pet shop.

Another Independent Study student had a less inspiring Independent Study experience with the Animal World program. He described what he did as, "Clean the cages and feed the animals." I asked if there was instruction or supervision from teachers with his Independent Study and he responded: "No, I'm a manual laborist." He described being alone in the laboratory, except for the Biology Department Chairman who came in to see that the animals were supplied with food. Asked whether his experiences in the Animal World laboratory had affected his career choice, the student responded that he wanted a career in science, "probably mortuary science."

During the last year, the chairman of the Biology Department had major responsibility for the project, since the original project manager was excessed* from the school. The chairman stated that it was extremely difficult to monitor Animal World while being chairman of the department.

Horticulture. This program was also developed by the Biology Department and was intended to be the counterpart of Animal World. Students were trained experientially in propagating plants, organic gardening, use of artifical lighting, soils, chemicals, etc.

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*Excessed is a term used in New York public schools to denote personnel layed off because of a lack of funds.

An interdisciplinary approach was planned whereby students enrolled in the horticulture program would simultaneously take courses in bookkeeping, retailing, and wholesaling. A plant store was to be set up in the school and arrangements were to be made to sell plants to local florists. This program was to be self-sustaining and provide possible career opportunities for students. One released time position and a budget of $2,000 was allocated for the program.

Two classes in horticulture were programmed for the spring, 1976 semester, one in English and one in Spanish. Mr. Schwartz, the project manager, was also allotted one released time position to continue work to develop the course curriculum for the horticulture classes.

The participating students were very enthusiastic about the program and by the end of the term, an enormous number of plants had been grown. Despite the fact that the initial intention of the program was to have the students sell the plants, at the end of the term they had developed so much pride in their first products, they decided not to sell them. The enthusiasm of so many of the students indicates that this project has been a creative venture which incorporated basic skill development in an interesting and practical way.

Reading in Subject Areas. This program was developed in the fall of 1975 by the schools' Reading Specialist, Alice Grattel and Cole Doyle of the Guidance staff. The program, as originally conceived, was aimed at providing a full program of subject classes for functional non-readers (below level 4.0).

Budget cuts were to lead to two revisions in the original conception. In the first instance, the program was altered to provide for only courses in reading in social studies. This was achieved through the efforts of Grattel and Doyle who worked to get Polk to become a pilot school in a Title I Reading in Subject Areas Project. A full Title I position was allocated to Polk for this purpose.

The second change resulted in the project being aimed at students with some reading ability. The original program had been designed to reach children who are often forgotten by the school system -- those who do not read. At a Program Review Committee meeting in January 1975, the Project Manager explained the rationale for this change. "The Board (of Education) maintains that the Federal government will not give money to teach social studies to non-readers."

There is an interesting sequel to this story. Although the Reading in Subject Areas Project was now limited to concentrating within social studies classes in compliance with what the Board of Education saw as the Federal government's guidelines, participants in the Self-Improvement project were still committed to providing a program for non-readers, and thus initiated such a program in the 1977 spring term.

Major Art Project. This program was developed by a member of the Art department to provide a major three year sequence in art for talented students who had previously only been provided minimal advanced study. One released time position has been allocated, with a material support budget of $2,000.

The project manager for Major Art, Iris Meers, developed the curriculum and brought together the materials needed to begin this program for the spring of 1976 term. A double period class was scheduled for the program during the spring semester.

However, due to budget cuts within the NYC system, Ms. Meers was laid off pending the adjustment of her seniority date. Through her own efforts and those of others, she has now been reassigned to Polk with a special program and has agreed to continue the development of the Major Art Program and to teach the double period of major art.

In an interview Ms. Meers explained that her main goal for students was to get them really to paint because frequently students are expected to just draw and fill in. She said, "There is no open expression...and nothing to develop talent." Showing me a picture painted by a student in the class, she illustrated what she meant by real paint techniques. According to her all the students who are programmed into her major art class show some artistic talent in one form or another. Ms. Meers explained that in elementary and junior high schools, most students receive poor art teaching. "They are just given activities to keep them quiet; nothing to develop a talent," the teacher remarked.

The teacher also explained that many of the students in the major art class were used to drawing comic characters. "In order to break the barrier of structured drawing with no open expression, I'm having some of them draw the comic characters on eight foot poster-board. The posters will be used to decorate the cafeteria."

Ms. Meers planned to present a slide show of the classroom activities as her project's evaluation. Each project manager (coordinator of an Improvement project) is required to submit an evaluation to the Improvement Coordinator each term.

The project has begun to branch out and tap the resources of other departments. The teacher commented, "For example, we're working on scenery for the school show, The Wiz. We needed a picture of a bat. I asked the Biology Department and they supplied me with a demonstration model instead." This illustrates the application of a basic value espoused by the Improvement philosophy: the exchange of resources among departments which commonly operate in isolation.

The activities of Ms. Meers demonstrate the extent of a genuine commitment to the project. She had been willing to volunteer her services in order to implement the Major Art Program even when her employment status was doubtful.

Media. This program is designed to use many different types of media such as films, slides, black and white photography, graphics, and television. The program now includes two first level classes and one second level class. Individually and in groups, students work on self-expression, various projects, developing usable reading, and script writing for their productions.

The program uses a self-motivating approach to learning in that students choose an area of interest (something they really want to learn about), and through media production, develop skills in visual awareness interpretation, as well as a fundamental knowledge of the subject matter. Through this process, the students move toward building confidence in their skills in speaking, listening, reading, and writing. The Media program has also reached the goal of institutionalization in the school; it is now a regular tax levy class.

During an observed session on October 27, 1975, a speech teacher, Ms. Foresman, provided a brief description of the project. She explained that her program is designed to estabiish communication links between students and teachers in the school. As part of the program, each student involved picks a cooperating teacher in a particular subject area with whom the student works to develop a slide production to be used by the teacher with his or her subject class. The students become involved in copywork, the writing of scripts, and the use of sound in developing the production. They work together in groups and share responsibility for tasks according to their individual interest and expertise.

On another occasion, I had an opportunity to observe a Media class. Since the class seemed to be operating informally, I asked the teacher for permission to talk to students while they were engaged in their activity. The teacher agreed. Members of a group of six students explained that they were writing a Black version of the commercial for "Mary Hartman, Mary Hartman." I asked the students why they had decided to rewrite this particular commercial. One student replied, "It's crazy and awkward. The white one you have to read between the lines; in the Black one, everybody'll know what we're talking about." Another group of five students found their efforts to revise a current television production to be rewarding in terms of their own experiences. When asked why they had chosen to do a revision of "Welcome Back, Kotter," one student said: "To prove dropping out of school is not hip. As seniors, there are a lot of drop-outs. We're all against dropping out."

Students throughout the classroom expressed that in the Media class they learned two related kinds of skills: technical skills and skills in getting along with other people. Regarding technical skills, one student said: "I didn't know how to tape or thread, now I do. I see myself doing it." Another student said, about the course: "It's great; more people should be in it. You're learning, but you don't think you're learning. You look at

TV and wonder how it's done. Here you learn it, special effects and everything." A third student, in another part of the room, said:

> I learned how to deal with cameras, how to talk to people, how to interview people...It's instead of English; it's better than English. In English all you learn is spelling. Here you learn to speak out. Here we have to go out, not like school work, make a film for somebody. You have to use your mind in doing that.

Hearing one student describe learning technical skills, another student said: "Another thing, students who know how to do things show other students who don't know." Indeed, I had observed one student instructing two others in the use of video-tape equipment. Two students in another part of the classroom commented similarly. One said, "We're learning video-taping; we're learning how to get along with each other." Another student added, "We only met a couple of weeks ago (referring to group members); there's a lot of togetherness." Calling the Media teacher by her first name, this student continued" ______ has time to help you. We look forward to this class."

I asked the group of students whether they knew about the Self-Improvement Project and whether they had taken part in the "Collaborative Planning" committee meetings. The students responded, "No." I asked whether they would be interested in assessing some of the school's problems. The group consensus was yes. One student remarked, "The school could be improved with the introduction of an Evelyn Woods Reading Dynamics course." Another student added that the school could be improved with more teachers like their Media teacher and Animal World teacher. Both teachers are involved in the implementation of Improvement Projects.

9th Year Mini-School. This program began its research and development stage in September 1975. In accordance with the school's original Self-Improvement Plan the thrust of this program was to decrease alienation, improve attendance, develop improved interpersonal relations between students and teachers, teachers and teachers, and students and students, provide for monitoring students on a closer basis, and improve 9th year students' attitudes toward school, teachers, and themselves. During the initial development, the screening committee allocated $3,000 for one teacher (on leave from the school) to assist in developing the program.

Although the original design of the program was to break up the 9th grade into four, five, or six mini-schools of between 150 and 175 students each, the project began as a pilot program of 150 students in one mini-school. The pilot program operated on the fourth floor of the school in five classrooms in close proximity with each other. Teachers who volunteered for the program developed the final plans for implementation during a teacher workshop held on January 20 through 24, 1976. Two released time positions were allocated to the coordinator of the project, Lance Dunn.

On April 12, 1976, I spoke to Mr. Loeb, a teacher on the mini-school staff, regarding his involvement, asking him how things were progressing. He responded, "It's a little better now, but I wouldn't volunteer again; it takes too much out of me." Regarding students' benefiting from the program, Loeb responded:

> Yes, that's what's ironical; the kids are getting a lot out of it but teachers are being destroyed...Discipline presents the largest problem; students are immature. You can't teach. The students are showing off, and that presents a problem. In one class, I just try and keep them in the room. I let them hang themselves, and I put work on the board for those who want to learn.

Explaining that he had been teaching in Polk for ten years and that he had taught junior high school for four years prior to coming to Polk, he said: "This experience is like my four years in a junior high school...I don't know; I sound cynical, but ---." Loeb just shook his head.

While in the lounge I introduced myself to two students who were involved in the 9th year mini-school, and asked them how they like being in the mini-school. One student, who responded that he liked the teachers, said "They're not as strict." I asked him whether there was any difference between the mini-school and his classes in the previous semester. He responded, "No, I'm taking math, English, reading, Eastern civilization, and science." I asked the student if there was anything about the mini-school he didn't like. He responded, "Yeah, HRT" (Human Relations Training)...All you do is talk, where you live, families in your house." He explained that he now comes to the lounge instead of going to HRT.

Another student thought that the teachers within the mini-school were good, "Although they call students' homes if they are cutting class or bad." I asked him how he felt about this type of policy. He responded, "It's good I guess; they care about us." He also remarked that he liked the idea that the teachers joked with the students. I asked whether this prevented them from getting work done. He answered, "Sometimes we don't get all the work accomplished. But it's better than mean, evil teachers." Although the interview with the two students was not extensive, it gave me the impression that students themselves sense a lack of discipline, but do in fact, appreciate the caring attitude of teachers. Since there had been a great number of complaints from teachers regarding problems within the mini-school, Wood, the coordinator, met with the group in an effort to assess some of the problems.

Meetings of mini-school teachers seem to serve as a continuous evaluation of the project, an important element in the improvement process. I attended one of these meetings called to deal with a number of teacher complaints about the mini-school. The meeting was attended by the mini-school staff (nine teachers including the coordinator of the project) and the Improvement coordinator.

The Improvement Coordinator opened the meeting by apologizing to the group for not arranging to meet with them earlier, since he had received a great deal of feedback regarding problems with the 9th project. Wood stated,

> Things were done wrong at the beginning; allowing 44 students to be programmed into a class was the biggest mistake. We want to go through a process of evaluation to alleviate the problems we assess. The definition of the Improvement process is to go through an entry phase and then diagnose the problems.

He suggested that the group begin to list what they saw as the tremendous blocks of the program saying, "Maybe we can come up with solutions to problems."

One teacher, Loeb, began: "I find it hard enumerating. The fact that their attendance is better and they're here all the time is a problem." He added that one of the goals of the program was to create a sense of identity for the students. "It works for them, but not for us. Any problems we have are based on this premise." In a similar vein, another teacher, Coates, commented:

> The experiment was not to get rid of the problem students. We held onto people long after the regular school would have. We only got rid of one kid (referring to a student who had pulled a knife on a teacher). Usually the kids that are a pain in the ass don't come but we're so wonderful, they're coming.

After this exchange, they discussed the following problems:

(1) Attendance - too many students, too often.

(2) Cliques - positive for student - negative for teachers.

(3) Desire to hold on to big problems.

(4) Need for an 'example' to be made of students who hassle too much.

(5) Extra time needed.

(6) Temperament and attitude of students.

(7) Lack of interest, short attention span.

(8) Staff dynamics and intra-communication.

(9) Staff frustration-morale.

(10) Not enough follow-up with parents.

(11) No time for teachers to relax - high activity level all day.

They then went on to complete a list of possible solutions to the problems outlined.

(1) Continue the group into the 10th grade.

(2) Hire an aide for the lounge.

(3) Start up in September instead of February.

(4) Human Relations Training not mandatory.

(5) Alternate weekly schedule (of classes).

(6) Alternative for 9th graders - vocational training.

In the process of brainstorming ideas and listing problems and possible solutions, teachers used a variety of derogatory terms in referring to students indicating a high level of frustration. Dunn, the Project Manager of the mini-school, remarked that no one had pointed to the low academic ability of students as a problem. The group agreed that the low ability level was accepted and that they (teachers) saw the students as capable, but the attitudes of students towards school was the problem. Moreover, the students had improved their academic achievement as well as attendance. One teacher remarked, "It's great for the students, but it's killing us."

Some of the teachers in the group agreed that a solution to one of the major problems would be to 'write off" the 10-15% of students who created the discipline problems. One teacher remarked, "We're hurting some of them by putting them into a niche at school. We're doing them harm. Maybe we could get help for them from the Office of Vocational Rehabilitation." Wood, the Improvement Coordinator commented, "I'm not crazy about the words 'write off' and 'unload'. Maybe we can refer them someplace else." One teacher remarked that there needed to be a modern day dumping ground. "It used to be the vocational school. Is there any place outside Polk where we can unload them?" Wood responded, "This is a dumping ground."

Wood recommended that the group assess the positive aspects of the program. The group laughed, but followed Wood's suggestion.

The following list was developed:

(1) Students gaining in academics - attendance going up.

(2) Extra resources.

(3) Getting to know students better.

(4) Flexibility of courses, programming.

(5) More contact with parents.

(6) Inter-communication.

(7) Inter-cooperation with parents.

(8) Teachers' ability to verbally communicate at a mutually acceptable level with students.

After the list had been generated Wood asked the group whether the meeting had helped them focus on problems. Loeb responded, "Writing on newsprint never impressed me, it's the action that comes from it." The group agreed they would resume the evaluation of the program after the Easter vacation.

The description of the ninth year Mini-School project is offered as an illustration of the complexity of project implementation, and the way specific steps outlined in the collaborative planning process were incorporated in ongoing Improvement activities. Although this meeting was for the purpose of evaluating the total project, the first step the group undertook was to identify specific problems. The Improvement Coordinator assisted the group in analyzing the negative aspects of the project and in assessing the positive aspects. This meeting was one of the efforts of Improvement participants to address problems of staff morale while dealing with discipline problems and student success. Time and opportunity did not permit follow-up of subsequent activities of Mini-School participants or extensive documentation of the following projects.

Bilingual Bookkeeping and Bilingual Keypunch. Improvement efforts resulted in the development of two bilingual commercial courses, bookkeeping and keypunch. Spanish-speaking students were offered the opportunity to receive instruction in these two courses in their native language. The curriculum was developed during the spring term of 1975. Improvement support included the purchase of cassette tapes for keypunch and textbooks for bookkeeping. Two bilingual courses are now offered in each of these subject areas.

English as a Second Language. English as a Second Language is a project in which Hispanic students are instructed primarily in Spanish. This project was developed as part of the original Collaborative Program, but because of its success, was federally funded under Title VII. The program is part of the Polk Academy.

CEEB - College Entrance Examination Board. The School Improvement project supported the College Entrance Examination Board Review course to be offered as a class during the fall semester of 1975. Due to budget cuts the class was dropped. The coordinator of this program is now offering the course on his own time, after school. A support budget of $760 was allocated for the purchase of books. Programs were developed by a teacher in the Math Department.

English GR (English Skills Remedial). English GR, a remedial course in the development of English skills, was offered in conjunction with remedial reading. School Improvement provided this program with one released time position and a support budget of $1,075. The curriculum development for English GR has been completed and there are now 11 classes being offered under tax levy funding (regular school budget).

Course Catalog. A course catalog, to be used by the students to determine their course of study, is being prepared by each department Assistant Principal for his/her subject area. The catalog will be collated by the Assistant Improvement Coordinator and, it is hoped, printed by one of the CBEC companies.

Medical Office Assistant. This project was designed to develop training for students to work in medical offices in a variety of capacities. School Improvement provided one released time period for curriculum development and a support budget of $435 for materials during the 1974-75 school year. Curriculum development has now been completed and two classes are being offered under tax levy funding.

Physical Education for Students Excused From Gym for Health Reasons. A course curriculum for what is called PX Gym has been developed by one of the PE teachers. At this time, students are excused from PE if they have a health problem. A room has been set aside and skill games that are not physcially taxing (i.e., bumper pool, air hockey, ping pong, knock hockey) have been requested by the PE Department. However, no budget was set for this project.

The Development of a Self-Improvement Project -- The Polk Academy

As we have seen, a wide variety of projects are now operating within Polk High School as a result of the Self-Improvement Project. The following study of the development of an alternative school, the Polk Academy, shows how an Improvement project came into being.

This description illustrates how both the original Collaborative Planning model and the refined definition of Improvement (seven phases of Improvement)* were utilized as strategies for developing a problem solving capacity in the school.

Planning. The initial Planning Committee which came into existence in early October 1974, identified, in a first step in collaborative planning, a variety of problems existing within Polk High School. Following this problem identification step, the Improvement Planning Committee set forth general goals for the school. The top priority goals identified by the Planning Committee in November 1974, were: (1) Improve attitudes; (2) Improve communications; (3) Improve career (vocational) and academic choices; (4) Improve guidance services; and (5) Improve basic skills.

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*In the refined model, the seven phases of Self-Improvement are entry, planning, research and development, implementation, evaluation, and institutionalization. These phases will be discussed in detail in Chapter VI.

By February 1975, a comprehensive school improvement plan had been completed and was distributed to all the constituencies of the school for ratification and acceptance. The school improvement plan contained a large number of goals. One of the goals outlined in this plan was to: "Create a method to explore alternative structures in education with focus on development for Polk High School" (Polk Improvement Planning Committee, 1975, p. 4). The creation of alternative structures within Polk High School itself was seen as a possible way to strive for the attainment of the five original priority goals outlined by the original planning committee.

The plan outlined needed resources for the desired goals: (a) Interested members of the school and community on a committee; (b) Time to visit and explore alternatives; and (c) Research and development time. The possibility of securing each of the needed resources was considered excellent. A list of program recommendations was made: (a) Organize a committee; (b) Schedule visits to explore alternatives; and (c) Tailor the program to individual students and to the overall Polk student population.

During the spring of 1975, proposals were solicited from members of the school community. Dwight Butkus, a teacher from the Accounting Department, expressed interest in exploring the possibility of developing an Alternative School within Polk. Butkus was granted one period of released time for the fall of 1975 to work on the research and development of the proposed Alternative School.

Gregory Wood, the coordinator for the Polk Improvement project, was instrumental in acquainting Butkus with a variety of Alternative School approaches, but Wood's bent was toward the Individual Guided Education (IGE) model, developed by Justifiable Futures in Education (JFE). Wood himself had been trained by the Institute as a facilitator, and he had also written a proposal based on the approach. By October 1975, Butkus had done some research about alternative schools and had begun to conceptualize an appropriate approach for Polk.

In thinking about the approach for Polk, Butkus went through the seven phases of the refined Improvement model as follows: The Improvement definition states, "Entry involves selecting a client or client organization through negotiation of continual focusing on whether and how succeeding stages of the planned change process will be carried out." Butkus saw the client population as Polk 10th, 11th and 12th grade students.

Diagnosis includes data collection, problem identification, and analysis using a carefully designed approach or method. Butkus diagnosed the problem as the inability of a large number of students to function within the traditional school setting. As a functional equivalent for systematic data collection, he used his personal teaching experience.

He began preliminary planning using the analyses from the diagnostic phase to establish specific objectives, identify resources, and select from alternatives the most appropriate strategy for change. In the intitial planning stage he saw the alternative as an open-type school modelled after "City As A School" (an alternative school in New York City) using outside resources with structured classes. He met with other members of the school staff who were working on the 9th year Mini-School project to discuss similarities in programs and problems. He also attended an intensive two week workshop in Earltown, sponsored by Justifiable Futures in Education, who were in the process of setting up an alternative school.

It was assumed that upon Butkus' return from the workshop he would be able to refine the proposal originated and written by Wood and explicitly identifiy the clients to be served by the Polk Alternative.

Prior to the workshop the principal, Mr. Lewis, had advised Butkus to consider carefully the applicability of the IGE Model to Polk, an urban school, and to be alert to the reality of selection. Upon his return from the workshop, Butkus announced that he was no longer interested in actively pursuing the idea of a Polk Alternative and would disengage himself from the tentative position of Project Manager. However, since the Alternative Proposal was an Improvement project, Butkus was required to give a status report to the school's screening committee. He explained to the group that he had quit as Project Coordinator. Butkus explained that he did not want to participate for personal reasons. One member of the committee said, "I'm concerned at the level at which it's personal. You owe us something. Is it a situation where you don't think it will work?" Members of the committee felt that he owed them an explanation since it had provided him with a released time position (one period per day) for research and development in addition to a $400 allocation of NIE professional development funds for the workshop tuition. Butkus responded, "I'm committed to alternative education, but the perfect IGE model in Podunk, Iowa will not work here in New York. The personal reason, I'm just tired, that's why I gave up the student organization." One Black committee member, Dennis, responded, "If the model was all white why did you go look at it?" Another perturbed committee member asked, "Couldn't you have found it out before you went?" Butkus did not respond.

Wood, the Improvement Coordinator and the originator of the proposal for Polk, stated that there were certain things in the Individually Guided Education model that could work and certain things that couldn't work. "For example," Wood commented, "the ideal model requires total parental involvement."

Wood announced that another teacher was being recruited to take over Butkus' position as Project Manager and suggested that the first task would be to identify students. Several group members began to discuss the identification of students, but other group members engaged in side conversations and the moderator of the meeting had to call for attention. Wood intervened, "I want to go around the table and get people's feelings on the proposal."

One member stated, "In one way I'm disgusted. I think everyone is working on the same hand-picked kids." Wood asked the member, "If we pick up a core group of kids, are you in favor?" The member responded, "Yes, but not selected by the usual methods," seeming to suggest that the usual method was to select students that are in school and involved, not the students that fail to attend school. One member of the committee, a department chairman, added, "I'm concerned with the identification. I'm not in favor if you're encouraging the success factor." Another member added, "The Alternative School should address kids on the street, not the kids with potential." Most remarks by committee members were of a similar nature.

Butkus' decision to withdraw from the project manager position presented the Improvement Project with a problem. However, since Wood himself was interested in seeing the project come to fruition, the idea was not abandoned. The Improvement screening committee decided to solicit volunteers to assume the position and the Improvement Coordinator initiated the search for Butkus' replacement. Through discussion with members of the screening committee, the Improvement Coordinator approached several individuals in the school that he and other members of the screening committee felt might be good for the position.

Since Butkus still had the released time position for the fall term, he continued working on the project during the search for a new coordinator. He was in the process of going through student records and selecting the names of students who met the project's qualifications. The criteria for student selection was expressed by the coordinator:

> The population we are looking for we are calling underachievers, those students who were successful in junior high school, achieving between 70% and 85% in the 7th, 8th and 9th grade, but who became truants, excessive cutters, and turned off upon entering Polk.

Although time was critical, and a replacement for Butkus had to be found immediately, the Screening Committee did not post the position (a common procedure in New York City High Schools) in an effort to solicit volunteers. As will be discussed later, the Committee's failure to utilize existing mechanisms of horizontal and vertical communication throughout the system resulted in an attack on the Improvement process.

A few weeks after Butkus announced his withdrawal from the project, Ms. Donna Moore, a Black woman, was selected to fill the position of manager, a notable occurrence since very few minority people are actively involved with the Improvement program. Although there are a Puerto Rican woman and two Black women on the Polk Screening Committee, Ms. Moore is one of the few minority people associated with the Improvement Project in a professional capacity.*

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*The three minority participants on the Screening Committee are community members who work in the school in a para-professional capacity.

Since Butkus' released time period was in effect until the end of the fall term, he worked with Ms. Moore to familiarize her with the research and development he had completed, and helped her to begin her own work on the development of the Alternative School. In January, she provided the Screening Committee with the progress report on the Polk Alternative School which is reproduced below in Figure III.

FIGURE III

PROGRESS REPORT ON THE POLK ALTERNATIVE SCHOOL

Proposed Starting Date - September 1976

Goals

1. Provide learning experiences in a smaller and more controlled setting.
2. Allow students to experience different modes and methods of learning through:
    a. independent learning experiences
    b. career exploration
    c. work experience
3. Direct learning experiences towards specific goals.
4. Provide contracted learning which makes the student more responsible for his learning progress.
5. Build closer student-teacher, student-student, teacher-teacher relationships.
6. Encourage greater parental and community involvement in the school program.

Progress To Date

1. Identified student population:
    a. students identified as underachievers
    b. students who perform poorly but are capable of achieving greater success
    c. students who would not be accepted by the honor school or college bound program
2. Compiled a list of probable candidates:

    given specific guidelines, Dwight Butkus charted 80 students in the (A-S) Alternative School breakdown and the total alphabetical compilation will be completed by 1/31/76
3. Prepared a hypothetical model of what the program would be for the teacher and student.

Expected Direction

1. To choose a sample population of students who will be involved in planning for September 1976.
2. Presentation of a plan of operation to the screening committee, cabinet, and faculty.
3. Staff selection, training and involvement in planning.
4. Identification of possible outside learning resources.
5. Location for the program.
6. ESEA-Title IV proposal to be researched in spring 1976, for support staff in reading, math and guidance.

On April 5, 1976, the Alternative School Proposal was presented to the principal's cabinet.* A memo, outlining its philosophy and proposed design, had been distributed to the cabinet members, providing them with background information on the Alternative School proposal.

At the meeting, the group discussed a variety of issues regarding the proposal. Both Moore and Wood responded to questions outlining the values, philosophies, and goals of the proposal. After 45 minutes of discussion of the proposal, the principal commented, "Time is running out. I think we should point out obstacles and specific problems you see for your particular department." The cabinet members began to point to areas of concern. The principal then added, "Go back with these questions. We don't expect to answer them now. We want you to look at the logistics problems." Lewis, the principal, was skillful in picking up on the positive aspects of the program that contradicted the negative ones expressed by cabinet members.

On April 13, 1976, the principal's cabinet met again to discuss the Alternative Open Education Learning Community proposal, as the Alternative School proposal had come to be called. The principal opened the meeting by explaining that he had met with both the Improvement Coordinator, Wood, and the Alternative School Coordinator, Donna Moore, following the last cabinet meeting and that a revision of the original proposal was to be presented. The modified proposal was distributed to members of the principal's cabinet.

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*Self-Improvement projects that would affect the entire school were reviewed by the entire principal's cabinet. Under other circumstances individual department chairpersons were to sign all proposals written by teachers in their respective departments.

The group discussed administrative issues relating to the proposal, such as afternoon homeroom and the plan for students to choose their teachers. The coordinator of the project presented the rationale for each of these aspects of the proposal. Moore explained that the afternoon homeroom time was needed for planning strategy meetings as well as for individual and group advisement, and that giving students an opportunity to choose their teachers would give them a feeling of involvement in the project.

Goldenrod, the Assistant Principal for Administration, stated that given all the special programs in the school there had been a breakdown of responsibility in the area of disciplinary problems. Goldenrod stated that many of the coordinators of special programs had been serving the function of deans. The group agreed that guidelines delineating responsibilities should be drawn up. This continued attention to disciplinary concerns often seemed to outweigh educational concerns.

Hume, the school's Programming Chairman, asked who would have the final say in moving students out of the Alternative School program. Wood recommended that moving students out be the last resort. The principal supported this position by asking that all possibilities be exhausted before moving students. In closing he added, "It is not profitable to discuss the problems we outlined last week. I'd suggest we go along with the pilot and then reassess the program."

In accordance with the overall Improvement strategy, student involvement in the planning of the Polk Academy was considered desirable. To this end, a committee made up of potential Polk Academy students, the "Polk Academy Student Planning Committee," was instituted. On May 13, 1976, a meeting of this committee was observed. Ten students were present as well as the Improvement and Alternative School Project Managers. The project managers described the transition plans to the student group, pointing out that the program had been phased down. Originally they had planned for 175 students, but now the program would include only 100 students chosen from the 10th, 11th and 12th grades. She explained that the program would emphasize an advisor-advisee relationship, and during the experimental phase a small group of students would be involved in some type of career experience.

Wood added that no teachers had been selected for the program and the only planning group was made up of students, Ms. Moore and himself. The Student Planning Group's purpose was to interview other students for the program. One student asked how students were chosen, and Wood explained that a student qualified if, during his or her career, he or she had started out succeeding but began failing in high school. In response to a student question about contract grading in the program, Wood said that there would be contracts between the teachers and their classes.

Moore stated that by the next week she hoped to meet with the teachers who would be volunteering for the program. She also explained that students on the Planning Committee would help in developing criteria for the student interviews and in making up questionnaires. Moore added, 'We want to give you as much responsibility for what this school is going to look like as we can." She concluded by assuring them that she would contact them in order to begin the interviewing.

Polk's National Teachers Union (NTU) attacks the Improvement Process. During the planning stages of the Alternative School, a critical situation arose in which the Polk Executive Committee of the National Teachers Union voiced opposition to the ideas of "volunteerism" in the Alternative School and even attacked the overall improvement process.

The attack on the concept of volunteerism stemmed partly from the fact that many of the teachers involved in the development and implementation of the 9th year Mini-School, had expressed deep concern about the tremendous amount of work they personally had put into the program. During this time there was a great deal of informal communication around the school regarding the extra time teachers were putting into the program and the reservations some had regarding continuation with the program for the upcoming year. The union maintained that staff meetings that occurred after the regular 5 hour and 20 minutes of the teachers' scheduled day were in violation of the union contract. Although teachers in the Mini-School themselves had designed the staff meetings into their program as a voluntary contribution of time, the union still contested the legality of this approach. Further it used this issue to attack the planning of the Alternative School. The union took the position that teachers should not volunteer for anything; if they did, it would not protect them. To counteract the union attack and to alleviate problems of extra time, Moore and Wood modified their plan and decided to hold the Strategy Group (teacher-student meetings) during the regular school day as part of the school's curriculum index. Instead of teaching five classes with the addition of an extra period for Strategy Group, a teacher would teach four regular classes and the Strategy Group would be considered the fifth class, with students and teachers receiving credit for it.

In addition to the attack on volunteerism, the union questioned the selection of Donna Moore as the project manager of the program. Since the proposal had not been written by Moore herself, the union took the position that the coordinator job should have been posted. Wood countered that since the coordinator job was not a compensatory time role, union guidelines did not necessitate their posting.

The union's attack on the Improvement process was strongly worded. In a consultative council meeting with the principal, union representatives maintained that a certain in-group was dominating the Improvement committee of the CBEC. "This has allowed certain teachers to repeatedly get favorable positions as to jobs with allowances to the exclusion of others (Minutes of May 1976 NTU Committee-Principal Consultative Meeting). Beach, the Polk union chapter chairman, stated further that whether this situation arose out of circumstances or design, it was unhealthy. The principal assured the union representatives that he would remind Mr. Wood that the Improvement committee's purpose was to be broad-based and should involve the interests of the entire faculty rather than any "In-group." Both the principal and the chapter chairman agreed that the Improvement committee should be present at a joint meeting of the administration and the NTU committee. A memo was composed covering the salient points of the meeting.

Following the distribution of the memo, Wood, in an effort to mediate the situation and maintain the credibility of the Improvement project, circulated a memo to the entire faculty in opposition to the chapter chairman's attack. This memo not only explained how the screening committee functioned but also submitted a list of all teachers receiving released time and allocations for Improvement projects since the program's inception. The list included 22 individuals receiving released time or money. In his memo Wood asserted, "I believe that the allocations of the Improvement resources have been fair and equitable, with no special preference being given to any person or persons." Despite Wood's efforts to quell the union attack, it was intensified during the April faculty conference where the Alternative School proposal was presented to the entire faculty.

The principal, who was supportive of the Alternative School idea, introduced the proposal to the faculty stating:

> One of the major problems has been drop-outs, which has affected our sense of professionalism. We have constantly tried to identify groups that could be treated by special organization or special curriculum. Most of our individualized programs do little better and the mainstream has profitted. But there are others within the school who have not profitted from the traditional approach; that, in essence, is the goal of the program you will be hearing from now.

Both Wood and Moore presented the basic objectives and goals of the program and outlined the proposed structure for the Alternative Learning Community - "Polk Academy." In the following question period union representatives presented their position:

> The NTU has a policy about volunteering -- volunteers are asked to do more. The union says those who volunteer are looked upon more favorably, while others will be looked upon unfavorably. The union says do not volunteer. If you volunteer the union cannot protect you.

Despite the union's position, a few faculty members expressed interest in working with the Alternative Learning Community.

By early June, following an additional meeting with the Principal's Cabinet, the proposal was accepted. Five volunteers had been accepted and plans were being made to select a new project manager for the Academy, Moore having been appointed Assistant Principal for Guidance beginning in the fall 1976 term.

Another meeting was held between the NTU chapter chairman and Polk's Screening Committee in an effort to clarify issues regarding the Improvement process. The Improvement Coordinator reported that the meeting was successful. In a May 20, 1976 NTU Chapter Newsletter, the chapter chairman submitted the following report:

> I would like to take this opportunity to inform the chapter of the results of my meeting with the screening committee of the School Improvement Project. I would like to go on record as favoring the continuation of the Improvement project and the screening committee. I believe that the Improvement Project has contributed several useful programs to Polk and should strive to continue to produce programs that will be helpful to the Polk community.
>
> In recent weeks several problems have developed regarding possible contractual questions. My meeting with the screening committee was intended to iron out some of the problems that have arisen. The following agreement was reached with the screening committee. In the future, when a project is in its developmental phase, I will sit in as an advisor to the screening committee on possible contractual problems. Before the program is implemented, the project manager will present his/her proposal to the chapter executive committee for examination and input in order to avoid any possible contract violations.
>
> I found the screening committee eager to work within the framework of the NTU contract. I also realized that the screening committee accepted criticism with an extremely constructive attitude. I hope that the agreement that was reached with the screening committee, without opposition, will help avoid any unnecessary conflicts in the future. I would like to inform all Polk teachers that the screening committee is open to all kinds of proposals, and that it might be worthwhile to attempt to put your own ideas in the form of a proposal to be submitted to the Improvement screening committee.
>
> In conclusion, I came away from the screening committee with a positive attitude. It would be nice if the Improvement program could continue to create and implement ideas that might make Polk a better place for staff and students.
>
> Signed,
> Fraternally,
>
> Ed Beach

By comprising and creating an active role for the NTU within the Improvement Project, the Screening Committee succeeded in changing the NTU chapter chairman from an avid opponent to a committed supporter of their efforts. Throughout the conflict, the Improvement Coordinator used his skill and knowledge of the political nature of the NTU in order to preserve the integrity of the Improvement Project. In addition, he gained the support of a powerful element within the New York City School System.

Although the union opposition no longer existed, Wood realized that it was now time to consider the question of future membership on the Screening Committee. The issue was presented at a Screening Committee meeting, and it was agreed that there should be an effort to create a vehicle whereby other individuals in the school could participate on the committee while maintaining some degree of continuity in membership. They decided that one member of each constituency group should remain on the committee. In addition new members from each group would be selected at large by each of the constituency groups. This effort adheres to the evaluation phase of the Improvement definition. As defined by the project, "evaluation is the ongoing assessment and modification of a plan in terms of overall objectives established during the contract negotiation in the entry step." Although the original Collaborative Planning model did not stipulate the term of service on the Program Review Committee (Screening Committee) for members, Polk, in an effort to develop a problem solving capacity, has created its own mechanism, based upon its evaluation of its own Self-Improvement process.

A New Alternative Learning Project Manager is Chosen. A June 17, 1976 meeting of the Alternative Learning Community staff at Polk Academy was convened for the purpose of selecting a new project manager to replace Ms. Moore who was leaving the project. The staff agreed on the following points:

(1) The project manager should be selected from the Learning Community staff.

(2) The Learning Community staff would make the selection.

(3) The project manager position would rotate yearly.

There were three volunteers for the position and each was interviewed during the meeting. At the interview, each candidate was asked to describe his or her background, reasons for wanting the job, and perceived capabilities.

After a discussion, the group agreed that they didn't know each other well enough to choose a leader and that it was necessary for a leader to emerge from the group. The problem was discussed and Moore and Wood explained that it was necessary to have someone take over the administration of the project immediately.

The volunteers for the coordinator position were called back to the room. One of the Learning Community staff members, Butkus, explained to the candidates, "We have to have consensus; we haven't found it yet. We want to begin a workshop, but we don't know each other, so how can we pick a leader?" The group agreed to convene a group dynamics workshop the last week of the school term and hoped to come to a decision on a leader at that time.

Due to time constraints, the group was unable to hold its group dynamics workshop before the end of school, but a meeting was called on June 23, 1976 to try again to select a leader. Although the process did not result in a consensus as hoped for, the group decided, by majority vote, that Dr. Joan Colby would be the coordinator of the Polk Academy.

The group dynamics workshop was finally held on September 7 and 8, 1976, at the beginning of the fall term. The Polk Academy began its official operation on the first day of the fall term.

Dolly Madison High School

Dolly Madison High School is located at 425 East 55th Street between Brown and Green Avenues, one of the more affluent areas of the city and is surrounded by high rise apartment buildings, exclusive shops and other businesses. The majority of its students, however, live several miles away in the East and Central Bricktown and Melville areas whose residents are predominantly Black and Hispanic.

The administrative staff of Dolly Madison is made up of one principal, 14 assistant principals; one assistant administrator, one assistant principal for guidance and 12 department chairpersons. Of these, two are Black and the rest White.

The school appears to have a calm atmosphere. Upon entering the main lobby of the building, one notices relatively few individuals with the exception of school aides or security guards. During the year's documentation, I rarely saw groups of students congregating on the first floor of the building. Physically, the school consists of a large structure built in 1924 and modernized in 1963. The school's five floors have 100 instructional rooms. According to the Board of Education (1975) statistics, the utilization of the school in 1972 was 115%.

Collaborative Planning at Dolly Madison High School

Collaborative Planning meetings were held once a week from late September 1974, until mid-January 1975. The first three meetings were moderated by CBEC Corporate Representative and were devoted to the identification of problems. On October 22, 1974, five sub-committees were formed whose purpose was to deal with five problem areas:

(1) Problems adversely affecting student attitudes and participation

(2) Problems that need fuller coordination at all levels

(3) Curriculum development

(4) School and community relations

(5) School discipline

Sub-committee membership was by choice, although efforts were made to insure balanced representation among students, community people, and school staff.

The participants during this planning phase were: (1) a core group of at least twenty teachers; (2) a core group of at least five administrators, including the principal; (3) five to ten students (a rotating group); and (4) representatives of local community groups such as the Melville Civic Council. Parents were not represented in these meetings. The sub-committee's task was to develop possible solutions or courses of action to deal with the specified problem areas. The recommendations were then presented to the Planning Committee as a whole for approval. The Planning Committee ranked the recommendations and proposals in order of importance.

A preliminary draft of the School Improvement Plan was presented to a special faculty conference in January and then to the school's consultative council, PTA, Leadership group, student organizations and the NTU chapter. The agreed upon School Plan (contained in the appendix) was distributed to the entire faculty on March 12, 1975.

The Plan called for a number of released time positions to be filled by volunteers. After the entire Collaborative Planning Council determined, according to priorities and the comprehensiveness of the various plans, what would be a fair time allocation for each component of the plan, members of each subcommittee, teamed with the principal and coordinator, interviewed and selected the volunteers for the plans. The released time positions for research and development were allocated in the following way for the fall term:

Program	Department	Faculty Member	No. of Periods
Intramural Sports	Phys. Education	Rick Wise	2
Research & Development		Otto Appel	1
9th Year Program (Coordinator)	Social Studies	Carlos May	3
Career Exploration-English	English	June Thomas	2
Peer Advisor Prog.	Home Economics	Carly Schuster	2
H.S. Equivalency		Nick Savalas	1

Self-Improvement Projects at Dolly Madison

During the fall of 1975 and spring of 1976, the Dolly Madison High School Self-Improvement Project proceeded into its implementation phase, and released time and support funds were allocated to several programs which are described in the following pages.

Career Resource Center

This center was designed to assist students in making decisions regarding career choices. They were provided with information regarding career fields, educational requirements, necessary skills, prospective salary ranges, and job outlook.

During the fall term, the project manager of the Career Resource Center ordered and previewed material and equipment for a Career Resources Room. When it opened in the spring, the Career Resources Center contained a variety of materials relating to student self-awareness and career education.

Although this project began as a Self-Improvement venture, since the school had been designated as a Pilot Site for a System-wide Career Education program, the center provided an educational assistant (a former Dolly Madison teacher) and a counselor to coordinate a program which provided guest speakers, filmstrips, interest surveys, and materials related to jobs and careers.

Peer Advisors

The Peer Advisor Program (called SOS in the school, Students Offering Services), was implemented in the fall of 1975. In the fall term, a group of 21 seniors were placed in ninth-year section (homeroom) classes. They assisted with orientation, decorum, clerical work, and guidance. Peer advisors were also placed in ninth year English classes where they coached students in skills, explained homework and tests, held small-group workshops, and acted as general classroom assistants.

In an interview, two of the school's peer advisors discussed their experiences with the program.* One of the peer advisors stated that she really didn't like the experience because in the English class to which she was assigned only about seven or eight of thirty registered students would show up for class. She said, "By the end of the term, it was no more than ten or fifteen students in class," explaining that most of the students refused to come to class since the teacher merely handed out workbooks which the students felt were too easy. The advisor complained that the teacher did not give the students any required spelling or vocabulary lists during the term, saying, "If I hadn't given them the lists, they wouldn't have been prepared for the tests." She was expected to maintain discipline in the class while the teacher "just sat and looked out of the window."

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*We make no claims about the representativeness of these two students. Nonetheless, their experiences are illustrative of how some students saw the program.

The second peer advisor interviewed also felt that she had had a negative experience with the project. She had been placed in a section (homeroom) class the preceding term. She explained that her primary responsibility had been to take attendance. Both advisors noted that it was illegal for students to take attendance. Asked why she was asked to do this if it was illegal the student responded, "I don't know; he just wanted me to do it." She described resulting harassment from the students: "The teacher told me to mark students absent if they left the room during the homeroom period. If a student found out I marked them absent, they'd say 'You better not mark me absent again, I was here, you saw me.'"

In addition to attendance monitoring, this peer advisor was responsible for passing out paper, explaining student activities and counseling the students. In the context of her counseling activities, she had learned that the main reason given for cutting classes was that the teachers treated them as if they were stupid and "babies".

I attempted to involve both peer advisors in the discussion by directly asking them if they felt they had functioned as peer advisors as the job had been originally designed, or whether they felt they had been used. Both agreed that they had been used by the "system." They related experiences in which teachers asked them to teach students. One of them commented, "A teacher said to me, "This student is not learning. I think you can teach him better than I can." The other student remarked, "Before they had peer advisors they had to cope with things they throw at us."

Despite the experiences of these two advisors, comments made at Peer Advisor meetings indicated that many of the advisors had a feeling of accomplishment and that they had been able to establish rapport with many of their fellow students who were having difficulty in adjusting to the high school situation. The planners of the project felt that its relative success merited extension and expansion, which was achieved in the spring term.

At this time, a "Rap Room" staffed by peer advisors was set up. This was designed so that advisors could help other students by discussing their problems. In addition, peer advisors began to assist with the functioning of the Career Resource Center by explaining resources and helping students with their research. They were also enlisted to aid grade advisors and guidance counselors. They helped with clerical work in programming, cutting and attendance procedures.

Outlook.

The tenth grade Outlook program was created to meet the needs of approximately 120 students deficient in such basic learning skills as reading and math. The project was based on the concept of reading in all content areas and had an emphasis on career awareness. But according to the school's own evaluation of the Self-Improvement projects (conducted by Otto Appel), the program became fragmented during the year and only existed in two career social studies classes.

Ninth Year English Curriculum

The new ninth year English curriculum was primarily the product of one teacher who was allocated released time through the Self-Improvement project. During the fall term, students in these classes concentrated on self-awareness concepts and on familiarizing themselves with the school by utilizing the Student Handbook.

In a personal interview, the developer of the project, June Thomas, explained her motivations for writing the curriculum: "I felt bad about freshmen running wild; I wanted to change all that. I wanted to get kids involved in the school and believe in it. I think it worked." Ms. Thomas articulated the goals of the curriculum: "To get students to know the school, know the value of school, develop an awareness of social life and careers, build skills in vocabulary, and read to promote classroom discussion."

Thomas explained that there had been many problems in the implementation stage of the ninth year curriculum: "After I wrote it, most of the teachers who had agreed to work on it were changed due to Board of Education cutbacks and seniority rules."

Another teacher using the curriculum maintained that, "It needs more structure." The teacher explained that he had not been involved in the initial development of the curriculum, but had been appointed to the school in October and then had received recommendations to utilize the new curriculum. He continued,

> It's too cut and dry, merely stating facts. The type of material covered is inadequate. Things like, "This is the principal's office; this is the dean's office." I tried it for a week or so and gave it up. If it had been written by a student it would have had a better effect.

The same teacher in discussing the career approach for ninth graders, contended, "They're not mature enough. They're not interested in film strips about jobs." She conceded that the curriculum did tap communication skills, but felt that it should have addressed basic skills problems.

Student Handbook

In conjunction with the implementation of the new English curriculum in the ninth grade, the Dolly Madison Student Handbook was revised and brought up to date for the use of incoming ninth and tenth graders.

Peer Mediated Math (PMI)

This project was initiated during the fall term. The technique was based upon the idea of students helping other students in class to master fundamental mathematical skills. However, the general feeling of the Math Department members was that the technique was ineffective and the method of instruction was discontinued in the middle of the spring, 1976 semester.

School Newspaper

With funds provided by the School Improvement Project, two issues of a school newspaper, Madison News, were published during the spring, 1976 semester.

High School Equivalency Program

Through this project thirty-nine students participated in an effort to obtain an Equivalency Diploma.

Intramural Program

Through the intramural program, a large number of boys participated in an intramural basketball tournament. This project was designed to create means for increased student participation in the school and to develop a better school climate to improve students' interest, attitudes, and contributions.

Research and Development

This component of the Self-Improvement effort became a mechanism for the school to have its own in-house evaluation of Improvement projects. Each Improvement project was evaluated twice during the year. The coordinator of this effort, Otto Appel conducted both formal and informal interviews with faculty members and students, assessing each Improvement project implemented.

The Development of a Self-Improvement Project - The 9th Year Mini-School

In addition to the brief descriptions of Self-Improvement projects implemented at Dolly Madison, I wish to present, as an illustration of the school staff's capacity for problem solving, their efforts to develop a mini-school.

According to the school's original plan (contained in the appendix), the Collaborative Planning Committee (1974) had identified the size of the school as a problem. The plan maintained, "The size of the school prevents students from receiving the attention and concern they require." An objective was outlined, "To create a more meaningful academic experience and more supportive and cohesive social groupings for students." One proposed project was: "Research and develop feasibility studies on sub-dividing the school into curriculum focused mini-schools, or a multi-unit school."

In the early spring, 1976, Ewing, the Improvement Coordinator, publicly proposed the idea of a 9th Year mini-school for Dolly Madison. In accordance with the Improvement model, the first step was Entry and identifying the client population.* The 9th year students were chosen as the client system. The second step, diagnosis of the problem, indicated that the present programs developed for 9th graders were not operating as well as planned. It was agreed that a mini-school concept, where there would be closer contact between the student and teacher, would be an appropriate alternative.

During the planning stage, Ewing asked several Improvement participants to work together, as a task force, on the idea. This group, who were already involved in Improvement projects, drew up the proposal which was presented at a Program Review Committee and to the principal's cabinet. At the first cabinet meeting, only the principal and one other member supported the idea. The objections raised included " (1) The 9th year should be in the mainstream; (2) There should not be a block program; (3) There should be a load of guidance services."

One of the department chairpersons present at the meeting gave her perceptions of the tenor of the cabinet meeting: "We all agree on the problems, but we disagree on the solutions. I feel strongly that there should be a place where kids and teachers want to be and I think it would work. It should not be opposed." Ewing remarked that he hadn't expected such a negative reaction from the cabinet. McGraw, the Math Department Chairperson, responded, "I didn't either, but there are too many programs."

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*See page 185

The group, as a step in Diagnosis, discussed problems they felt existed in the school. One teacher, Zisk, commented, "This school is just chaos. I don't even know how to tackle it. Maybe we should develop a program where they (students) are not anonymous. Anything is better than continuing the way we are now." McGraw commented, "The key problem is the halls." Another teacher added that the problem was the outside playground: "They (students) have to be harassed the same way they harass in the building." McGraw, who is often critical of the Improvement Program, asked Ewing, "Is the purpose of CBEC to continue to bring in new programs?" Ewing responded, "Do not regard this as a new program. We should continue to evaluate programs implemented. As a result of our evaluation, it was observed that we didn't have a handle on new programs." To which McGraw commented, "I'm fed up with additional programs. The halls are as lousy as they've ever been. Our major concern is to empty the halls."

Ewing proposed that a feasibility study be pursued recommending that a questionnaire be distributed to the faculty even before a needs assessment was developed. Another teacher suggested,

> Catalog all the needs people have expressed. Put together a task force and get down all the problems we find. The needs are clear. If we get things down on paper we can say we can do this, and not this. Our needs are the key to the thing.

Ewing said, "If we're just talking about clearing the halls, we're not talking about educational issues. I think the questionnaire should be a proposal, and we can call an Improvement meeting." He further suggested that members of the task force visit Polk to explore their mini-school, and then convene a follow-up meeting.

Part of the planning for the mini-school, then, involved a visit by members of the Dolly Madison task force with Polk's sub-school coordinator, Lance Dunn. During the approximately one and a half hour visit, Dunn outlined the organizational structure of Polk's mini-school for the group. In addition, he discussed many of the problems that had come up during the three months of the mini-school's existence and how the staff had overcome many of those problems. During that time, Dolly Madison representatives were able to visit mini-school classes and talk with personnel. This meeting, occurring during the planning of Dolly Madison's mini-school, exemplifies the kind of research and development activities encouraged by the project.

One aspect of the Polk mini-school that interested the Dolly Madison people was the development of curriculum. No new curriculum had been introduced into the Polk mini-school and members of the Dolly Madison staff agreed that the program might have been better had a new curriculum been developed. Bradley remarked that if Dolly Madison implemented a mini-school, they had a variety of new curricula which could be utilized. The principal added that it was her perception that they had followed the IGE (Individual Guided Education) Model to the core and that she had previously pointed to the need to determine the applicability of the IGE Model to urban schools.

The moderator suggested that the group go through a "needs assessment" to determine the elements on which to concentrate. According to the Collaborative Planning definition a "needs assessment" is a step in "Problem Identification" and is analogous to the diagnosis stage in the later definition of Improvement.

The group brainstormed ideas regarding the needs and generated the following list:

1. Teachers moving from room to room need time to rest.
2. Programming of students.
3. Teachers willing to teach just 9th graders.
4. Remaining students. (Those not included in the mini-school).
5. Relationship to Project Propinquity (another Improvement project).
6. Evaluation of Applications.
7. Student option to participate.
8. How it differs from regular 9th grade.
9. How can Career Exploration be incorporated?
10. How to present the proposal to the faculty and involve them in decision-making.
11. Department cooperation.

During the brainstorming, Dr. McGraw commented that she would not like to see people with a vested interest in the program make the decision on the acceptance of the mini-school. She recommended that the total staff be involved in the decision. There was no agreement on this recommendation.

Carly Schuster added that she was sour on any new program that did not build in security of personnel, referring to the problem of excessing of teachers which, on a number of occasions, had presented problems for the implementation of projects. In many cases, teachers who volunteer for projects are the youngest teachers with the least seniority and the ones who are excessed first. June Thomas indicated that this problem had affected the implementation of the English curriculum. Many of the teachers who had volunteered to use the curriculum were excessed and their work had to be carried out by others who had no prior involvement or interest in it. At the end of the meeting, the task force decided that a volunteer should continue to work on the needs assessment and report to the larger group after the upcoming Easter vacation.

Following the Easter vacation, on April 28, a meeting of the mini-school task force was convened by the school's Improvement Coordinator, Arnold Ewing. This meeting was attended by a sub-group of the original task force which had been involved in designing the mini-school. The sub-group consisted of six individuals: Arnold Ewing, Carly Schuster, Calos May, Paul Delgado, Nick Savalas, and the Improvement Assistant, Rita Louis. Ewing explained that the make-up of this group had been determined by the belief that the best people to work on the proposed mini-school would be those who had released time allowances. Ewing said that he had made the suggestion at a meeting of the original task force on April 26 and that there had been no objection to it.

At the April 28 meeting, the group continued with their brainstorming on the needs assessment for the proposed mini-school. Five specific areas were identified as categories for consideration: Programming Problems, Student-Related Problems, Organization and Curriculum Problems, Faculty Involvement, and Coordination and Evaluation.

The mini-school task force continued to work on the project's development throughout the month of May and in an interview on June 15, 1976, Ewing announced that within the previous few weeks the task force had finalized plans for the mini-school. In referring to the Entry stage of the Improvement model, Ewing said that the client population had been identified. Ewing stated that there would be 200 students, divided into five groups. In answer to a question of whether the students involved in the mini-school were considered underachievers Ewing responded, "They're not kids that are achieving. We chose students in the middle." Ewing explained that most of the students chosen were reading approximately within the 5th or 6th grade range and that most 9th graders entering Dolly Madison read well below grade level. He added, "Some students are reading 4th grade level and some 7th grade level." There would be nine teachers involved in the mini-school and each teacher would carry three classes within the mini-school and two classes outside. The decision to have teachers carry only three classes within the mini-school was influenced by the experience of teachers at the Polk mini-school and by the fact that high school teachers would usually rather teach the higher grades. The Dolly Madison 9th Year mini-school was now ready for implementation in the fall of 1976.

Conclusions - CBEC at Polk and Madison High Schools

Two issues emerge as we look at the Self-Improvement Project as it was manifested at James K. Polk and Dolly Madison High Schools during the 1975-76 school year. These relate to the extent of participation among the various school community groups in the different stages of Improvement and the problems addressed by the projects that were implemented.

In the first instance, it is clear that attempts were made at both schools to involve all constituencies in the diagnosis of problems to be addressed by the implementation of the Self-Improvement projects. Both Collaborative Planning Committees included parents, students and community members as well as school staff. It is interesting to note, however, that as the groups became more involved in specific decision-making, they were dominated by teachers and administrators. For example, there were no parents represented in the Dolly Madison collaborative planning task forces; nor were there any students on the Polk screening committee. The only evidence of real student participation in the planning of projects was the creation of the Polk Academy Student Planning committee which was an effort to involve students by enabling them to interview other prospective students for the Polk Academy. It is not clear how their assessments affected the selection process.

The program was designed to encourage teachers who were interested in improving the learning environment of the students, to develop and implement projects they considered useful. The provision of released time and funds for these projects served as an added inducement, and it is evident that, for the most part, the teachers who became involved were concerned with serving the needs of the students.

Despite efforts on the part of Improvement participants to solicit additional participation, only a small percentage of the total faculty at either documentation school became actively involved with the project during its first year. It is unlikely, however, that the presence of the Self-Improvement Project in their school left the activities of those non-participants untouched. In particular, the larger projects such as the two 9th Year mini-schools and the Polk Academy were to affect the entire school, and their planning, which involved large numbers of individuals, reflected this. For, while projects proposed by individual teachers were reviewed only by department chairpersons before going to the Program Review (or Screening) Committee for final review, those involving the large numbers of teachers and students had to be reviewed by the principal's cabinet as well.

There is further evidence that the Improvement projects affected the work of the non-Improvement participant faculty. For example, the 9th year English curriculum developed at Dolly Madison was incorporated into all 9th grade English classes. At James K. Polk a similar effect was observed in the case of the Animal World project wherein a curriculum which was developed for an Improvement project was adopted by other biology teachers who had not been directly involved with Self-Improvement.

In additon, in some cases, projects developed in the context of the Improvement Project became incorporated into the formal school structure by attaining the status of regular school curricula (with a concomitant transfer to tax levy funding). Examples of this include the Polk Media and Medical Office Assistant projects.

The projects that were developed for the Self-Improvement Program in the two schools were specifically designed to address the needs of the students as spelled out in the school plans developed by each of the Collaborative Planning Committees. In order to insure adherence to the original plans, the project proposals were required to include information on how the proposal related to them. In looking at the school plans and projects implemented at James K. Polk and Dolly Madison, we can see where the interests of school improvement faculty were focused. At both schools there was a great deal of emphasis placed on projects which would help the students to prepare for the future. This is manifested in a number of projects aimed at practical education such as Career Education, the College Entrance Examination Board Review Course, and the Medical Office Assistant project at James K. Polk and the Career Resources Center and High School Equivalency projects at Dolly Madison. At James K, Polk, an interest in making academically related subjects more interesting and useful to students was manifested in the development of the Animal World, Horticulture, Media and Major Arts projects. Remedial basic skills projects were also in evidence at both Polk and Madison in the forms of English as a Second Language, Remedial English (GR), and Outlook projects. In addition, at Dolly Madison, self-conscious attempts were made to involve students in the educational process through the Peer Advisor and Intramural programs. Attempts to improve relations between students and teachers, and to counter discipline and drop-out problems, were addressed by the development of mini-schools and the Polk Academy. The Polk Academy was also designed to increase parent and community involvement in the school process.

By the end of their second year, the Self-Improvement Projects participants at James K. Polk and Dolly Madison High Schools had begun to address their perceived problems by the implementation of a number of innovative projects. Some of these projects were succeeding and some were not; but the program as a whole was evidently having an impact on each of these schools. In Chapter VI I will focus on the changes which took place in the documentation schools as a result of the Self-Improvement Project.

CHAPTER V: PROFESSIONAL DEVELOPMENT

INTRODUCTION

The major thrust of the Self-Improvement Project was to institute an ongoing collaborative planning process in the high schools. In order to augment their in-school efforts, the CBEC provided extensive professional development activities for active and potential Self-Improvement Project participants. These activities were designed to expose school personnel to Organizational Development theory and techniques. It was hoped that this exposure would enable them to apply OD in their efforts to develop problem solving capacities within the schools.

In this chapter, I will describe a series of seminars and workshops which were provided for Self-Improvement participants (and potential participants) by CBEC consultants between May 1975 and June 1976. These included: A Transition Workshop, Summer workshops, a Colloquium, Coordinator seminars and workshops, principals' workshops and a superintendents' workshop.

In addition to the description of CBEC training activities, this chapter provides a somewhat historical view of developments in the program as a whole for the May 1975 - June 1976 period which parallels developments in the documentation schools presented in Chapter IV. As will become evident, a number of problems which had developed during the first year of the program's existence surfaced as the participants came together in these contexts. There was confusion among some of the participants relative to their roles vis-a-vis other participants and the project as a whole. There was also confusion relating to what various organizational development techniques meant and how they could be utilized in the context of the schools. In working out some of these problems, the Self-Improvement people became better informed concerning pitfalls to avoid in their restructuring activities (described in Chapter VII).

Professional Development

Professional Development within the Self-Improvement Project was not an effort to increase the pedagogical or overall administrative skills of faculty and staff, as one might expect from the general use of the term. Rather, it was an attempt to facilitate the installation and growth of the evolving Self-Improvement process by providing extensive training aimed at developing an understanding of the theory and functioning of the process. The professional development activities closely resembled organizational training designs advocated by Schmuck and Runkel (1972):

1. Training the organization's sub-systems as working groups rather than individuals.
2. Training in communication skills
3. Training in group problem solving
4. A developmental sequence of experiential training that moves from simulations and exercises performed away from normal operation of the school to problem solving on real issues in the working setting.

According to Schmuck and Runkel:

> The typical training design teaches, legitimizes and makes normative a systematic, adoptive and flexible technique of problem solving in groups. The technique typically begins with clarifying the problem areas and desirable goals, goes on to analyze the forces that keep problems from moving toward solution, sets priorities on the forces to be increased or decreased, makes plans for action and finally evaluates the effects of action taken (p. 15).

Background

In order to explain the evaluation of the Self-Improvement Project's professional development activities, it is necessary to provide some history of the program prior to documentation. The professional development effort resulted from two orientation workshops which were held in September 1974 for Improvement Coordinators, Board of Education personnel, corporate representatives and Improvement principals. These training sessions were designed to prepare key Improvement participants for the task of developing and installing the Collaborative Planning Model in the eight Self-Improvement High Schools.

In January 1975 a four-day training workshop was held for coordinators at a suburban corporate training center in Meadeville. According to the CBEC Phase II proposal, the workshop provided an opportunity for Improvement Coordinators to outline general (curriculum) content areas which they felt might be helpful in facilitating project development in their respective schools. As a result of the coordinators' concerns, the CBEC consultants worked with them and the Department of Educational Direction and Finance to set up in-school workshops for the spring of 1975 in general content areas. The workshop areas included career education and guidance, science, mathematics, social studies, and interdisciplinaries. The spring workshop attendees included Improvement school staff working on specific projects, other interested Improvement school faculty, faculty from non-Improvement schools, and students in Peer Counseling workshops.

Since the documentation phase of the project had not yet begun, details concerning the dynamics of the workshops are not available. However, it appears that the specific content areas dealt with at these workshops provided useful training opportunities for those individuals who were responsible for implementing Improvement projects in the schools, and there seems to be a direct relationship between specific workshop content areas and many of the projects that were implemented in the Improvement schools (specifically, Dolly Madison and James Polk). For example, both Polk and Madison implemented projects which focused on career education, and Dolly Madison implemented a Peer Advisor Project.

The Transition Workshop

The Transition Workshop, which was held June 2-5, 1975, was the first professional development activity to occur during the documentation phase of the program. Occurring as it did, at the end of the first year of the Self-Improvement Project's existence, this workshop provided an opportunity for project staff and Self-Improvement Coordinators to reflect on the year's activities.

The objectives of this workshop were 1) to provide an opportunity for the participants to evaluate the Self-Improvement (Collaborative Planning) Model, and 2) to provide training for Improvement Coordinators to increase their effectiveness in contributing to the efforts to build problem solving capacities in their schools. To achieve these objectives, the workshop was focused around three interrelated content areas: 1) practice in giving and receiving feedback, 2) an exercise aimed at understanding school profiles, and 3) the training of coordinators to work as a group. Further on-the-job training in this area grew out of a conflict which emerged between CBEC management and Self-Improvement Coordinators relative to coordinator participation in decision-making. (This conflict was discussed briefly in Chapter III.)

All of these activities revolved around the employment of an organizational development technique called "Survey Feedback." This technique had been developed for the Self-Improvement Project by the Ivyleaf Consulting Team (mentioned in Chapter III) to assess the effectiveness of the Collaborative Planning Model. Survey Feedback has been described as:

> a process in which outside staff and members of the organization collaboratively gather, analyze, and interpret data that deal with various aspects of the organization's functioning and its members' work lives, and using the data as a base, to correctively alter the organizational structure and the members' work relationships (Miles, et al., 1969, p. 458).

A Collaborative Planning questionnaire (see appendix) developed by the Senior OD Consultant, Roger Smith, was used at the eight Improvement schools to elicit feedback relating to the success of the model.

At the workshop, a general summary of the findings of the questionnaire, and individual school profiles, which had been written by the Ivyleaf interns were presented to the coordinators as a preliminary to a feedback exercise designed to improve the Coordinators' understanding of school profiles. As the first step of the exercise each of the eight coordinators received the profile of his or her own school for examinaton. This was designed into the technique so that, should there be anything in the profile to which coordinators might be sensitive, they would see their own report before others saw it. Next, the four new school coordinators, and four old (original collaboration) school coordinators met separately to examine the profiles of the other group and prepare a feedback report.

One of the consultants (Bishop) who attempted to acquaint coordinators with effective skills relating to giving and receiving feedback, explained that feedback should be as descriptive as opposed to evaluative as possible. He also stated that feedback could be dealt with in two ways: "1) Be defensive about oneself and the school, or 2) take it as a description and go on from there."

The latter was, of course, the more desirable of the two reactions. In fact, the responses of the coordinators to the school profiles were generally negative. There was a great deal of discussion regarding the reliability and validity of the data and it was concluded that the profiles did not represent fact, but rather the perception of the interviewers and the writers -- the Ivyleaf interns.

Bishop's summary of the feedback exercise was phrased in the form of questions which the coordinators would have to deal with to improve their evaluation efforts.

1. How do we distribute reports in an effort to make them accurate?
2. What are good models for feedback intervention?
3. How can we learn from last year's experience?
4. How do we select useful data?

The next phase of the feedback exercise, training the organization's sub-systems to work as groups rather than as individuals, caused some confusion among coordinators who were not sure of its exact purpose. Despite this confusion, the coordinator groups were able to define their tasks effectively with the help of the consultants who showed them how to work together to achieve their goal.

During the Transition Workshop, the issue of coordinator involvement in the decisions of the CBEC management team surfaced* and provided an

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*A description of this conflict and its effects on the restructuring of the *Self-Improvement Project's management is discussed* in Chapter III.

additional opportunity for training of the coordinators. The new Senior OD Consultant, John Storey, noted that the group had begun to work out a very important agenda and suggested that they follow up on this by focusing on collegial relationships between coordinators and CBEC management, saying to them: "We should deal with conflict productively and not sweep conflicts under the rug."

The coordinators agreed that conflict was an issue and they decided to examine the role relationships between the CBEC management and the Self-Improvement coordinators. Storey recommended that the group go through an "imaging (mirroring) exercise," an instructional technique used for dealing with intergroup problems, but also as a means for giving coordinators experience with a special technique for dealing with conflict. They would then be able to apply it to similar situations at their schools.

According to Schmuck and Runkel (1972):

> The Imaging Exercise can be an introductory activity in a sequence of organizational training. It not only sets the stage for future problem solving sessions, but it also provides a good setting for the introduction of communication skills (p. 158).

During the Transition Workshop coordinators had been presented with Schmuck and Runkel's Handbook of Organization Development in Schools and were asked to read the section devoted to this technique. Following the reading a great deal of time was spent discussing how to utilize the Imaging exercise, and it was finally decided by the group that the management team and the coordinators would meet in separate rooms. Wood recommended that each group use three categories for presentation to the other, 'What we need and get, what we need and don't get, and what we get and don't need." Through the group process, coordinators and management team compiled two extensive lists in each category. When the two groups reconvened, the coordinators presented their list to the management team. The management team paraphrased each item from the coordinator's list and recorded them on newsprint. This technique was used to assure themselves that they understood what the coordinators were saying.

The group agreed that they felt some conflict about expressing their feelings in such a limited period of time. The general feeling was that there was not enough time to adequately process the interaction. In some instances, the items were listed as evaluative and not as behavioral descriptions. The same process was followed with the coordinators paraphrasing items listed by the management team.

Upon completion of the exercise, Storey commented,

> As a sampling of a training exercise, it was incomplete, but it presents a challenge to complete the data and deal with it...Even if we haven't solved our problems, I feel we are now close to the problem.

Storey pointed out that the group had shortcircuited the process, due to time constraints. He explained that Imaging exercises were usually conducted over a two-day period.

As was indicated in Chapter III, understandings gained in the Transition Workshop were instrumental in restructuring the management component of the Self-Improvement Program. As a result the coordinators were given a greater role in the decision-making activities of the Program. In addition, the workshop provided an opportunity for coordinators to develop skills which would be useful in the development of the problem solving capacities in their schools, and finally, the events of the workshop succeeded in reaffirming the belief that the interdependence of the management and coordinator groups was essential for achieving the program's goals.

Summer Workshops

By the summer of 1975, eight new schools had been added to the Self-Improvement Program and the summer workshops were designed to serve as orientation courses for the principals and faculty of these schools, as well as to provide ongoing professional development for the Improvement participants.

The Summer Workshops were divided into two sessions. The first was held from July 1-4, and the second from August 4-8. Participants in the workshops included principals, assistant principals, guidance counselors, teachers and Board of Education representatives Filmore, Flanagan and Meixner. Consultants Bishop, Barth, Storey and Falls were responsible for the general coordination and design of the workshop. The goals and objectives of the Summer Workshops were outlined in a packet of materials distributed to workshop participants (included in appendix).

During both sessions, CBEC consultants were explicit in expressing their expectations and the aims of the workshop. The primary objective was to get participants to understand clearly what Organizational Development and school change were about and it was hoped that appropriate skills and attitudes would follow from knowledge and understanding. To serve this end, parts of the workshop were devoted to the presentation of lectures introducing the theoretical bases of Organizational Development.

First Session. In a lecture at the beginning of the first session, Senior OD Consultant, John Storey, described two models or taxonomies of change strategies. The two models were derived from the writings of Bennis, Chin and Benne (1969) and of Havelock (1971). After the lecture, there was some discussion during which a participant pointed out that understanding would be enhanced if some of the terms used in the presentation were defined. This resulted in a second lecture which focused on the explanation of Organizational Development concepts and their relationship to Improvement.

Although morning sessions were primarily devoted to theoretical presentations, one of the primary activities of the workshop was to have participants work in teams and develop a plan to initiate change in the school based on OD principles. In an effort to provide training through experiential learning, groups were to work on a simulation case closely resembling the design of the Self-Improvement project. The simulation case was to serve as the work task for the participants for the duration of the workshop. The case involved a foundation grant of $10,000 for 3 years to develop an OD work team in a school environment. Participants were divided into three work groups with Bishop, Storey and Barth serving as process consultants.

At the end of the first day, when participants came together a representative from each of the 3 groups reported on group processes. As a result of each group's report, Barth stated that all had struggled with the same issues: "1. The process of the task; 2. The content of the task, and, 3. Decision-making within the group."

The participants felt that the theoretical presentation had not adequately prepared them for the afternoon's group task. They wanted consultants to integrate the OD conceptual framework when groups got bogged down with the task. Theory sessions were held during the remainder of the workshop to relate OD concepts to the Self-Improvement Project. In one session systems theory was introduced as a way to look at change strategies. Discussion at the end of the first day revealed that there was some resistance to the OD concepts among the participants because some felt it was manipulative.

Throughout the rest of the first session, the task groups worked on the development of the simulation plans. None succeeded in finishing them. On the last day of the workshop, both consultants and participants assessed the workshop. One of the consultants, Storey, concluded, "The group never really decided to finish the task, but the goal was to understand the process and the group did what they set out to do very well." A Board of Education representative, Meixner, commented, "There is still a degree of skepticism about what can be carried back."

Assessments made by principals were mixed. One principal commented, "The vocabulary to integrate is hard. The words OD are still repugnant to me. I don't know if I can do anything with it when I return to my school. I would have preferred a simpler task and less vocabulary." Another principal disagreed with the previous assessment, "The task was realistic in terms of what we have to do in school. I feel the experience can be used purposefully." In addition to the verbal feedback written evaluations were submitted each day by participants to provide consultants with a basis for improving future workshops.

Second Session. The second session of the summer workshop was held from August 2-4, 1975. Although the same goals and objectives were maintained for this second phase of the summer workshop, it became clear that the earlier summer experience resulted in slight modifications in techniques used.

In explicating the goals of the session, the consultants were positive in stating their expectations that a finished product (a plan) be produced by each of the three task groups.

Theory presentation at the second session revolved around the consultants' attempts to clarify the relationship between OD theory and the Self-Improvement Project. At one of these lectures, CBEC consultant Stanley Bishop explained that OD could be defined in many ways, but he chose to use a framework in which OD helps a school system achieve three things: 1) adaptability, 2) receptivity, and 3) responsiveness. Bishop provided the group with examples of how these three states could be achieved. Another consultant added:

> Improvement should be touched on. The reason we are calling the project Improvement is that schools will be more responsive, adaptive in effect, if planning and diagnosis is built in.

The simulated case presented in the second Summer Workshop was very similar in content to the case presented in the first, but it was written out with a greater clarity and was chosen to reflect the type of approach CBEC uses.

Another noticeable difference in the second session of the workshop was that the consultants provided the group with information about effective team building before setting them to work on other tasks. The groups were instructed to:

1. establish goals,
2. decide how the group works,
3. deal with interpersonal issues.

Although training in communication skills was an integral part of both summer workshops, in the second session greater emphasis was placed on it. In one situation, when a participant started paraphrasing (checking one's perception of another person's meaning), the process consultant in the group (Storey) immediately picked up on the technique by intervening in the group discussion and making an observation.

> A participant began to "paraphrase" to understand as much as possible what had been said by another participant. It is an important technique of behavior; it sets a tone or norm for the group.

On another occasion, while working on the similar task, consultant Bishop noticed that participants were interjecting ideas while others were talking. Bishop immediately intervened and introduced what he called a "Tennis Ball Technique" with the purpose of directing the group discussion. To focus attention on the person speaking he or she was given a tennis ball. In order for another person to speak, the holder of the tennis ball would have to toss it to him or her. In assessing the effectiveness of the technique, a group member made the observation that statements made by group members became more succinct and the discussion became more directed.

Although consultants had expressed the desire for a finished product (plan) from each task group by the end of the third day of the workshop; the participants decided that they were not ready to do this. Paul Filmore, a participant in the workshop, maintained that the difficulty with the simulation was that the participants did not really learn how a group of this nature would function in the school, saying, "For us here, there is no real emotional investment."

The total group wrote new agendas which expressed their interest in several aspects of Organizational Development. Since it had been decided that small groups had interacted most effectively, the consultants chose to rotate among groups, each presenting a specific topic: Barth, politics of OD in schools; Storey, OD through social systems theory; and Bishop, conflict management. On the last day the participants were asked to summarize and synthesize the results of the five-day workshop and to categorize the concepts they felt they had learned during the week's work.

Plans For a Colloquium

In an effort to design activities for the forthcoming academic year, extensive planning was carried out by the newly created Professional Development Team. During the initial Model Team Meetings (August 25 and 26, 1975), it was agreed that in addition to ongoing training for presently active Improvement participants, an extensive training package should be developed to serve as an orientation for Improvement principals, assistant principals, and faculty. It was also agreed that the initial professional development activities should be offered in the form of a colloquium under the auspices of Central University and Saddleback College, with Dr. John Storey (CBEC Consultant), a Saddleback College professor, responsible for the coordination of the activities. An arrangement was worked out with Saddleback College whereby the Colloquium would be offered as a 3-credit course in Advanced Educational Administration, with CBEC underwriting the participants' tuition.

The Model Team decided that the Colloquium should be organized around a behavioral science approach and focused on the Self-Improvement effort. The Professional Development Team, under the direction of Senior OD Consultant Storey, was charged with designing the Colloquium.

At the request of the Project Director, the Executive Director of the Secondary Schools Department, Mr. Alexander P. Hedinger, authorized principals and assistant principals to take part in the Colloquium in place of three of the eight designated Supervisory Training days,*

In designing the Colloquium plan, members of the Professional Development Team agreed that training should integrate theory and practice, focusing on three areas: (1) psychology, human deeds; (2) management skills; and (3) an internal change agent role. Although the Colloquium was designed to serve principals, assistant principals, Improvement Coordinators and their Assistants; the principals were unable to attend because the date conflicted with a previous commitment to attend a conference.

The Colloquium

At the beginning of the first session, Colloquium participants were each given a packet of written materials containing the day's schedule and a number of articles relating to OD and the Self-Improvement Program. Specific workshop objectives were outlined for each group of participants. Obejectives were listed in four categories: knowledge; analysis; synthesis; feedback. Each category included the specific objective and enabling activities.

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*Supervisory personnel in NYC schools are required to spend eight days in training activities. These training days are usually designed by the Board of Education Secondary Schools Department and occur on eight days during the academic year when school is not in session.

For example, the list for Assistant Principals is presented in Figure IV.

Figure IV

WORKSHOP OBJECTIVES FOR ASSISTANT PRINCIPALS

Objective	Enabling Activity
I. Knowledge	Lecture, Discussion and Diagrams
Have participants be able to describe the following conceptual frameworks:	
A. Leadership and Underlying Assumptions of Improvement	
1. Assumptions of Self-Improvement	
2. McGregor--Theory X Theory Y	
3. Blake--Mouton Leadership Grid	
4. Schmidt--Tannenbaum Base of Leadership Behavior	
B. Decision-Making	
1. Griffiths--Leadership as Decision-making	Lecture, Discussion, Diagrams
2. Concept of Behavioral Norms in a school organizational	
3. Continuum of Decision-making	
4. OD Perspective on Decision-making	
C. Managing Critical Events	
1. OD Relevant to Retrenchment and Innovation	
2. Preserving Constructive Norms of Decision-making under Crisis Conditions	
3. Consequences of Leadership Style in Time of Crisis	Lecture, Discussion, Diagrams
4. OD on Crisis Management for Improving Morale of Alienated/Apathetic Students and teachers	Panel Discussion

II.	Analysis	
	To have participants apply concepts of organizational development in the analysis of the following problems: A. Budget Cuts B. Staff Morale C. Student Morale D. Rule and Self-Improvement Time of Retrenchment	Small group problem solving and analysis and development strategy
III.	Synthesis	
	To have participants state critical ideas and concepts from the day's activities which had meaning to them in their personal role	Small Group Debriefing
IV.	Feedback and Assessment	
	To ascertain to what extent the objectives of Day 1 of the colloquium were met by feedback from participants on the design, process and methodology of the day	Participants' Individual Written Feedback; Small Group Feedback Assessment by Staff of Feedback from Non-Participant Observer

In documenting Colloquium activities, it was often difficult to obtain a comprehensive picture of small group activities due to their simultaneous occurrence. Although some observation was accomplished in each group, a considerable amount of time was spent with the coordinator group and, consequently, a sample of their workshop activities is presented as an example of the training mode used.

The workshop activities were divided into modules. The module for the Coordinator and Improvement assistant group focused on the topic of management by objectives (MBO), a planning technique used by a supervisor and a subordinate in which both work out goals for the period ahead and plans for reaching the goals.

Although Bishop was the moderator of the group, an Improvement Coordinator (Gregory Wood) was responsible for providing the group with a presentation of the technique. He distributed a handout entitled "Management by Objectives-Sequence" explaining each of the steps in the sequence. He next presented the group with an actual proposal submitted by a Polk faculty member, and demonstrated how a milestone calendar had been worked out collaboratively between the author of the proposal and himself.

Following the presentation, Bishop asked group members to engage in a role-play situation utilizing the MBO technique. The Coordinator from Lincoln volunteered to take the role of a faculty member submitting a proposal. Wood, assuming the role of Improvement Coordinator, presented him with criteria for writing objectives in the planning stage of the proposal. Together they developed a milestone calendar, projecting dates and activities involved in the project's planning.

During the Synthesis Activity (described later in this chapter) the participants indicated that they had acquired a great deal of information at the workshop and were pleased with the design. Recommendations were made to provide on-site visits to Improvement schools in order to provide a better orientation to Improvement. Written evaluations by participants provided feedback and assessment of the workshop.

CBEC had hired two process consultants, Dick Jonas and Sally Rose, to observe and document the first day's Colloquium activities. Following the activities, a feedback session was held between the CBEC staff and the process consultants. This step of hiring outside consultants had been built into Professional Development activities as a means to monitor progress. As the Project Director said:

> When putting together the Colloquium, we wanted a formative evaluation. We wanted it done by a non-member of the team, but someone conversant with what we were doing.

Jonas' observations dealt with the processes of the day's activities. He commented on areas of time, management, small and large group techniques, and consultant and participant behavior. His perceptions were checked with those of the participants, and were presented as questions for the group to think about in planning future Colloquium efforts.

In addition to the feedback presented at the end of the Colloquium, a specifically scheduled Professional Development Team meeting (11/14/75) was devoted to a presentation of Jonas' analysis of participant evaluation questionnaires. At this meeting, the Professional Development Team decided that in addition to Jonas' feedback, they as a group, should add their own perceptions of the activities. Following are some of the comments: One assessment made by the Project Director was that in a presentation by one of the consultants there was some confusion and he (Gray) had felt that participants didn't know anything about CBEC. He also added that in the consultants' presentation, he had outlined innovation as a function of improvement, but failed to tie in the concept of problem solving. Gray added, "It's not innovation; it's the capacity for problem solving -- he (the consultant) never got the word problem solving in the presentation."

One consultant made an assessment:

> There is a certain sense of discouragement; it's been conscious since last summer. There is a time pressure; you can't give everything in forty minutes or even one day. How do we deal with it?

A Coordinator representative responded:

> You're dealing with a bunch of skeptics. People feel they're exposed to things that are not real. For example, in the Colloquium people were saying things can't be done. Tying theory to practice would make us stronger.

A consultant added, "We should focus on methodology, the least minimum, bottom line of information we have to suspend. We have to concentrate on what they really need." The Coordinator representative added, "For example, concepts such as 'OD,' 'penetration,' etc. have to be defined." Another person added, "We should hand out a list of items."

After Professional Development Team members had made their own assessment of activities, Jonas handed out copies of the evaluation sheets (tabulated evaluation forms) that had been used by participants in the Colloquium. On the sheet, Jonas had calculated the mean and standard deviation of each questionnaire response for each of the two groups (assistant principals, and improvement coordinators and assistants). After Jonas had explained his methodology, one consultant commented, "Speak English." Jonas explained that he would try to pinpoint areas of concern for the group. "I didn't want to overuse statistics, but it's good for analysis and we don't want to kid ourselves."

The group looked over each item contained in the evaluation form and Jonas pointed out items that might be of interest. For example, he observed that the rating of the module "Underlying" Assumptions of Self-Improvement was rather low, and there might be problems with it. Participants had been asked to respond by choosing a number from 1-7 (ineffective 1 2 3 4 5 6 7 effective) in judging the module's content.

After looking over the questionnaire and listing assessments made by Jonas, the group decided to brainstorm future planning. The Project Administrator asked the group, "based on the evaluation, our debriefing Tuesday (following the Colloquium), and today's reflections, what are the strongest implications for future planning?"

Jonas pointed to the fact that the CBEC staff had a hidden agenda and a set of their own objectives. He asked the group whether they felt they had met them. A consultant read their objectives,

1. Make each group feel positive, build credibility.
2. Participants should be intellectually excited.
3. Consultants should be identified with a body of knowledge.
4. Demonstrate the OD system.

Jonas commented, "I think you are meeting some of your goals."

In discussing the concepts of OD and Self-Improvement, the Project Administrator stated, "OD is Self-Improvement." A consultant responded, "I see it as the opposite; OD does have a planning component; those are the implications I've been trying to get through to these guys." Jonas remarked, "Before you inflict OD on the public, you should get together." The two responded in unison, "We have." Jonas responded to them, "No, I don't think you have."

Following this discussion, the group agreed to the format for the next Colloquium session. New principals would be provided with an overview by Ewing, the coordinator representative. This would include a discussion on how to initiate Improvement. Old principals would use an inductive approach to decide what Improvement is supposed to be. The group agreed that CBEC staff members would work on further details.

The second day of the Colloquium (November 20, 1975) was held at the office of a major corporation and was for principals involved in the Improvement process. There were eight Improvement principals and eight prospective Improvement principals. The CBEC staff included Gray, Barth, Bishop, Storey, Falls, and Board of Education Representatives Filmore and Flanagan. Jonas was also present as a process consultant.

In opening the Colloquium session, Gray stated:

> Our purpose is to try, through this approach, to develop curriculum for high school administrators and coordinators to solve problems....The Colloquium is still in the developmental stages. We are trying to find effective ways to involve people like yourselves. The concept of the Colloquium has broadened. It will include sessions working in the schools themselves.

Materials for the first activity were distributed to participants who were divided into two groups, Improvement principals and prospective Improvement principals. The Improvement principals' activity was described as the utilization of an inductive approach to analyze key ideas underlying Improvement and Collaborative Planning, and involved three steps that the group had to consider:

1. State the goals of Improvement for their respective schools.
2. Assess what really happened.
3. Analyze the discrepancy between the goals and what actually happened.

In the discussion of Step 1 a number of goals were mentioned, e.g., build morale, liven things up, solve problems, develop substantive solutions to problems, tap the schools' resources, try new directions in curriculum development and involve all personnel in working out priorities to reach the goals set.

To deal with Step 2 the Project Consultant asked for a volunteer to analyze what was really happening in his or her school. One principal volunteered and said that as a result of Improvement morale was better than it had been, and that problem solving techniques had been used in curriculum areas.

In discussing Step 3 the Project Consultant presented the concept of force field analysis to the group. He explained that the process involved analyzing forces which can both aid and prevent a group from achieving its goals.

In the second section of the Colloquium the principals were again divided into two groups; each including four Improvement principals and four prospective Improvement principals. Their objective was to apply the concepts of analysis to practical problems in their schools. Two of the major problems discussed were: the amount of time spent on discipline and staff demoralization due to budget cuts, etc.

After the principals had listed the problems, the group was asked to develop explicit strategies for decision-making in the light of the anticipated February cut-back in resources. After much discussion the following strategies emerged:

1. Involve as many constituencies as possible.
2. Get people to assume responsibility.
3. Use caution in relaying information - don't talk too early.
4. Share information openly when the time comes.

A synthesis exercise followed the analysis. This involved having participants determine the critical ideas which came out of the day's activities. It was generally agreed that OD was a useful management technique that could be used effectively to help people communicate with each other. There was a sense of satisfaction with the process of the Colloquium and several principals expressed positive feelings about the training methods used.

Following the synthesis activity the project consultant asked the participants to reflect on what they found effective and ineffective. Most of them felt that the meeting would have been more effective if there had been more time to really examine OD in depth. Someone felt that the group should have been smaller and another felt that it had not really been a group process and that there had not been any group reaction. Most agreed that the Colloquium had been well planned and that the principals had been interested in what was happening. Following the Colloquium, the Professional Development Team met to go over the day's activities and agreed it was most successful professional activity done so far.

Two subsequent Colloquia were held January 15, 1976 and February 12, 1977, but were not documented. A sample of materials used are included in the appendix.

The Colloquium was the major Professional Development activity occurring during the year, but additional activities such as a two day coordinator training workshop and a seminar, a small group problem solving workshop for principals, and a problem solving workshop for the Executive Director and the five borough superintendents were included in the project's macro-training design. A description of these activities follows:

Training of Improvement Coordinators

In addition to their participation in the Colloquium, coordinators were involved in an intensive two-day workshop (January 26 and 27, 1976), and a seminar which was directed by Senior OD Consultant John Storey. Prior to the workshop, the coordinators collaborated with CBEC consultants on its design. A Coordinating Council meeting, held on January 16, was specifically devoted to the planning of the workshop. The coordinators were emphatic in describing the kinds of professional training they considered desirable for that stage of their involvement in the Self-Improvement Program. One coordinator, in outlining his needs, stated, "A rehash of OD; I don't want that." Another maintained that coordinators get much more out of on-site training saying, "One to one intervention suited to my needs and what Stanley (Bishop, Lincoln High School's consultant) sees as my needs."

The consultants agreed that on-site training was the most desirable training mode, but encouraged coordinators to provide specific training ideas for the upcoming workshop. Polk's coordinator, Wood, commented,

> Given the situation as it exists, with cuts and all, the workshop could concentrate on the changing role of the coordinator --how to make other interventions. The role of the coordinator as an administrator is really getting to me. I don't see the project holding up as is, given the situation.

Some of the other coordinators added remarks to the effect that they needed to sort out their role vis-a-vis their management, internal change agent, and consultant functions.

Project Administrator Barth suggested that the CBEC consultant staff work on the design of the workshop with specific emphasis on the implications of the coordinator's role. We asked that it include "how-to-do-it things" such as survey methods and ways to increase student involvement, among others. The following is the design that was worked out:

The Objectives:

1. To have coordinators and CBEC staff develop directions and recommendations regarding shift in the coordinator's role due to budgetary constraints and other approaches to improvement.
2. Acquaint coordinators with particular skills relating to the effective implementation of improvement in their schools.

Enabling Activities:

1. Group consideration of situation through open system planning, including alternatives to Collaborative Planning as examples.
2. OD - Improvement skills workshops. To present a sample of the workshop activities for coordinators:
   - A. One of the primary activities was for coordinators to analyze their role using the method of Open System Planning.
     Coordinators were asked to define their mission as coordinators-what is it that coordinators want to do through their role?
   - B. Analyze/decide on all the forces impinging on the roles -- forces for and against.
     Analyze the demand--who is asking the coordinators to do what?
   - C. What are your (coordinators') current responses?
   - D. Prediction: What will happen to current demands?
   - E. What are the discrepancies between current responses and future demands?

During the workshop, the coordinators used open systems planning to brainstorm their situation. A synoposis of this process is included in an appendix.

The open systems planning exercise itself, did not provide coordinators with specific skills to carry out their roles, but did help them to move from a structured activity to solving real organizational problems. This skill exercise demonstrated some of the important organizational issues relating to role relationships in the school with which the coordinator must deal.

Coordinator Seminars. Seminars provided an additional opportunity for coordinators to engage in on-going training activities. Although the two seminars held in February 1976 were open to all coordinators, only five participated.

The seminars focused on a variety of topics reflecting coordinator concerns: e.g., techniques of internal consulting, conflict management, and intervention strategies. Since coordinators were beginning to consider their role as that of internal consultant, professional development activities reflected this emphasis.

Storey's style in running the seminars reflected the Project Director's conception of professional development: "What we're trying to do in the model is to model behaviors. I think this is the most dependable mode." In an effort to provide coordinators with real experiences for modeling behavior, Storey took the position that in developing the internal consultant role, coordinators should be involved in co-training. He explained that coordinators should work closely with CBEC consultants. In response to the request of coordinators and by agreement with CBEC consultants, observation of consultants working with new Improvement schools became an integral component in the seminar effort.

Principal Problem Solving Workshops

Following the Colloquium, the principals requested the opportunity to engage in specific problem solving workshops with their peers in the Improvement Program. Since CBEC's effort for the 1975-76 academic year was focused on the training of sixteen principals (eight original Improvement principals and eight new Improvement principals) they agreed to divide themselves into three groups. They usually joined specific groups according to the geographical locations of their schools and of the three schools where the workshops were being held. Principals of the 84 non-Improvement New York City high schools were invited to attend these meetings as well.

The format for the workshops was for small groups of principals to meet and discuss issues of mutual concern, with an emphasis on the problem solving process. One of these workshops was convened at a new Improvement school on May 25, 1976. Participants in this workshop included five principals (three new Improvement and two non-Improvement), and three members of the host principal's staff: the Administrative Assistant to the principal, and the Boy's and Girl's Deans. CBEC Project Administrator, John Barth, served as process consultant for the group.

The subjects considered by this workshop were the issues of guidance, and suspension hearings. The host principal, Daniel Shore, had prepared a presentation on these issues. Shore began:

> I'll talk about guidance in general--concepts of attitude and philosophy. Teachers don't understand from the point of view of the principal. Teachers don't know suspension rules. The rule is suspensions are five days and not to be more than two in any year for any one student...Teachers want a hard line--arrest and imprisonment....We are not a penal institution; we are an educational institution; we should use our resources to help kids. After using all our resources, then we go the suspension route. That's my personal philosophy.

Shore explained the procedure he has devised to handle suspension cases in the following way. When there is a case warranting a suspension, within twelve hours a report is compiled with entries by each subject teacher of the student, and returned to the principal. Shore commented:

> This procedure takes the pressure off the principal as a punitive guy. The record (compiled by teachers) is shown to parents in addition to the student's permanent record. From that point on you can be an educationalist and try to rehabilitate.

He outlined the procedure used in his school before suspending a child:

1. Dean's interview with student;
2. Guidance Counselor conference;
3. Pre-suspension conference--with assistant principal for guidance, and assistant principal for administration.
4. Principal's guidance conference--a letter is sent to the child's parents;
5. Suspension;
6. Hearing with principals, deans, guidance, assistant principal of administration, the student and his or her parent.

The group was impressed with Shore's procedures. Other principals discussed variations in the procedures used in their schools. During Shore's presentation, he distributed sample copies of records used in the procedure.

The group discussed a variety of issues involving suspensions including the issue of police action in emergencies. All the principals agreed that police were called in only upon dire emergencies. One principal said, "The situation is harder and more complicated when any police action is suspect. We have to take the students into account." One non-Improvement principal added that race often becomes an issue in terms of suspensions. "I've heard--'you only suspend Black kids. How can they get a fair deal when the entire staff is white'? One Black principal in the group added, "Let me make you feel better. I'm Black, all my deans are Black and I have been accused of protecting the establishment. I've also been accused of being anti-Puerto Rican." The group continued to share ideas regarding suspension procedures until 2:30 p.m. The CBEC consultant then suggested that the group critique the afternoon workshop. Barth commented, "The agenda was good. Shore's presentation was excellent." One principal commented, "Daniel (Shore) set a precedent by being so well prepared." Another said, 'We don't really solve problems, but we've left with ideas." Other principals agreed that the information shared in the workshop was helpful in thinking about ways to solve problems confronted by the schools. The Black principal in the group added:

> Although we didn't solve the problem, I came away with new ideas and a reinforcement of some old ideas. Although I'm supposed to be living in the hell-hole of the city (he is the principal of Thomas Paine high school, considered to be one of the toughest schools in the city) it's good to know that those of you who supposedly live in ivory towers have the same problems. Personally, it makes me feel better.

Planning for a Superintendents Workshop

In an effort to provide administrative support for the Self-Improvement Program, the Project Director and the Project Administrator met semi-annually with each of the five borough superintendents. This was an opportunity for CBEC to bring superintendents up to date on the progress of Improvement schools under their jurisdiction and to provide an opportunity for the superintendents to assess the schools and the Self-Improvement Program in general.

At one of these meetings, the Superintendent, Tom Hickman, suggested that the CBEC begin to involve borough superintendents in some form of Professional Development program interfacing with the Self-Improvement project. Hickman commented that in the six years he had served as a borough superintendent there really had been no systematic planning in the group. The Superintendent commented, "It would be a revolution." The Project Director and the Project Administrator both agreed that the Superintendent's suggestion was good. The Project Director said that he would pursue the possibilities of actively involving superintendents.

After speaking to other superintendents regarding the idea of a Professional Development workshop for superintendents, the Project Director contacted the Executive Director of the Secondary Schools Department (Hedinger) and got his agreement to having the workshop. Information regarding plans for the workshop was provided by the Project Director. He had written a letter to Hedinger regarding the proposed agenda for the workshop (included in the appendix) and had received from Hedinger a telephone call and had said that the workshop would include: "Developing a process for long range planning so we can get a feel among ourselves." Gray also said that Hedinger had expressed an interest in how people in top management find time to plan. Hedinger was said to have requested an outside expert to speak to the group of superintendents. But the CBEC consultant group disagreed with Hedinger's request. The consultant group wanted to be responsible for the workshop without an outside person. The group agreed that they would schedule a meeting with Hedinger as soon as possible to discuss the workshop. Hedinger suggested that the project director and his staff members meet with two of the borough superintendents to work out the initial design of the workshop.

On April 14, 1976, the Project Director, the Project Administrator, and a Corporate Representative, Terry Payne, met with two of the superintendents. The Project Administrator, Barth, explained to the two superintendents, "Our agenda is the same as your agenda. We want to provide the opportunity for superintendents and the Executive Director to get together and do some problem solving."

He described what the CBEC consultants and the Project Director had proposed for the workshop by listing these plans:

1. A fast presentation of the Improvement problem solving steps.
2. A presentation by Payne relating the six problem solving steps to business.
3. One hour for superintendents to list their perceptions of problems.
4. Have superintendents make a decision as to whether the approach makes sense to them in terms of their work.

One of the superintendents commented that he felt the introduction of methodology without content would not be helpful. He stated, 'We can follow the steps but we should begin with a focus or theme instead of a broad and unfocused approach." Both superintendents recommended picking a theme in advance at a regular superintendents' meeting. Payne disagreed and recommended that superintendents do individual thinking, but not attempt to go through the process as a group before the workshop. Gray added, "The value of Terry's point is that you might think of things differently outside of this (Board of Education) setting."

Gray stated that the superintendents might want to discuss problems caused by the budget cuts. One of the superintendents responded, "We have bigger problems, policy questions." The other superintendent agreed that there were crucial problems for superintendents regardless of the size of the budget.

While planning for the superintendent's workshop, Gray initiated a private meeting with Hedinger so that he could get his candid reactions to certain issues. In a telephone call to Gray on April 15, 1976, I requested feedback on the private meeting with Hedinger. Gray explained that there were several items on the agenda, but his (Gray's) primary goal was to find out whether Hedinger and the borough superintendents had agreed to the workshop out of interest, politeness, or with apprehension. Gray said that Hedinger had responded that the superintendents were really interested in the workshop and that they wanted to try it for a day to see if the process used on the school level was applicable at the top level.

I asked Gray what his personal goals were in attempting to interface at the top level (Superintendent). Gray responded:

> Essentially to get acceptance at the Superintendent and Executive Director level. To give them an understanding of organizational diagnosis and goal setting. We feel the methodology is relevant and we feel that until they apply it systematically, they will not move the school system...There are no overall goals that are systematic. Each superintendent and Hedinger have goals they lay out each year. There is no attempt I know about to

> negotiate goals with principals...Superintendents are basically managing on a crisis, day-to-day basis; they're not managing change for the changing needs of the clientele. It is a personal and a CBEC goal to get top executives to internalize the things being done in the schools fairly systematically.

The Superintendents' Workshop

The Superintendents' Workshop was held on April 30, 1976 at the M.R. Barbor (a CBEC member organization) Company Building. The meeting was convened so the CBEC group could extend problem solving to the borough superintendents and the Executive Director of the Secondary Schools Department. This was the first opportunity for the CBEC group to conduct a Professional Development effort with the top echelon of the New York City Board of Education, Secondary Schools Department.*

In reporting on the day's meeting, Gray stated that several superintendents expressed a great deal of satisfaction, but that one of them had expressed the feeling that the problem solving process was more suitable for use in the school than within the superintendent group. An agenda of the Superintendents' Workshop is included as an appendix.

Observations of the planning phase led me to believe that this effort reflects what has earlier been described as "system goals." It appears as if the involvement of the Executive Director and borough superintendents was a deliberate effort on the part of project staff to gain their sustained support and commitment for the Self-Improvement project, while providing administrative support in building a capacity for problem solving. In effect, this Professional Development effort operationalized the entry phase of the Improvement Definition.* It also established a new group of clients, the Executive Director of the Secondary Schools Department and the five borough superintendents.

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*I was unable to document this potentially critical new direction in the project because of Gray's belatedly stated fear that my presence might inhibit the free exchange of ideas and opinions between CBEC and Hedinger. Although I arrived at the M.R. Barbor Company Building with every intention of observing and documenting, Gray asked me to leave. After some discussion, during which I reminded him of the DTA goals and foci, I honored his request and left, although I felt he was wrong in his evaluation of the situation and in his estimation of his own authority. At 4:00 p.m. on the same afternoon, Gray called my home. He apologized for not informing me prior to the day's workshop that I could not document the meeting and repeated the position he had taken and his reasons. He felt that Hedinger especially would be uncomfortable and he did not want to risk the discomfort of anyone.

Conclusions

The professional development activities described in this chapter were primarily attempts on the part of the CBEC to enable Self-Improvement participants to become familiar with the theory and techniques of Organizational Development. They were concerned, not only with educating the participants, but also with convincing them that OD techniques would improve the day-to-day functioning of their schools.

The success of these activities, then, can be measured by the extent that OD techniques were actually practiced within the schools. There is, in fact, evidence that OD techniques were used in the two documentation schools. For example, coordinators at both James K. Polk and Dolly Madison frequently used the technique of brainstorming in the diagnosing of problems related to the implementation of specific Improvement projects. The technique of using collaboration for conflict management was demonstrated by the James K. Polk coordinator in resolving the union attack on the Self-Improvement Program. James K. Polk's principal also used OD techniques to resolve problems when his cabinet was in conflict over the development of the Polk Academy. In order to quell the cabinet members' opposition, the principal focused direct attacks into constructive criticism by recommending that points of opposition be dealt with collaboratively among members of the cabinet and the alternative school proposers. Another frequently used OD technique was in the area of decision-making. At Self-Improvement meetings in each of the two documentation schools, decisions were made by consensus as opposed to a voting or majority rule procedure.

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*See p. 185

It must be remembered that these activities did not take place in isolation. During this period, the Model Team (described in Chapter III) was working to refine the Self-Improvement model in order to resolve some of the problems which came up during the year, both within the program, and in an effort to adapt to external constraints. In the following two chapters, some of the changes which occurred as a result of the activities of Self-Improvement participants will be discussed. Chapter VI will be concerned with these changes as they were manifested in the schools. In Chapter VII I will present a description of the refined Self-Improvement model which emerged from the Model Team's efforts.

CHAPTER VI: CHANGES RESULTING FROM THE SELF-IMPROVEMENT PROGRAM

INTRODUCTION

The School Self-Improvement Program was designed to incorporate a systematic planning process into each of the original eight Improvement schools. The design provided for a continual refinement of the process so that it could eventually be expanded into all New York City high schools. This chapter will focus on the impact the Self-Improvement project had in the two documentation schools. The new roles and new structures which were created and operating prior to and during the documentation phase of the program are described.

New Structures

The Self-Improvement Program was responsible for the creation of a number of forums which served to increase communication among members of each school community, and throughout the NYC School System. The most obvious of these were the workshops and other professional development activities described in Chapter V. Communications in the schools were enhanced by the emergence of a number of new structures resulting from the Self-Improvement Program. These structures were both formal and informal in nature.

Formal Structures

In accordance with CBEC's Self-Improvement model, at least two new committees were formed at each of the schools in order to institute and monitor the activities of the program. The first of these was the Self-Improvement Planning Committee.

The Planning Committee was devised to initiate Improvement by providing an area for participants to analyze the school's problems and to propose possible solutions for those problems in the form of a school plan. This committee was composed of representatives of all constituencies involved with the school: administrators, teachers, students, parents, and other community members.

Once school plans were developed, the Planning Committee was replaced by a smaller School Improvement Project Review Committee which monitored activities relating to Improvement projects developed in the schools. It was constituency based like the Planning Committee, but more heavily representative of school personnel and less of parents, students, and community members.

At both documentation schools, additional formal structures were created to augment the functions of the two above-mentioned committees. At Dolly Madison, sub-committees of the Planning Committee were created to address five specific problem areas which had been singled out in the development of the school plan. These sub-committees were disbanded once their jobs of specifying particular problems and proposing solutions had been completed.

At James K. Polk, a more permanent new structure was created to complement the functioning of the Project Review Committee. This structure was called the Screening Committee and was designed for the purpose of reviewing proposals for in-school projects and making recommendations to the principal for the allocation of Self-Improvement funds. The following describes a Screening Committee meeting in which decisions were made regarding the allocation of funds for projects to be continued and implemented in the fall of 1976.

James K. Polk Screening Committee. The meeting was called for March 25, 1976 to be held in the Self-Improvement Office during periods 8 and 9. A memo was distributed to all members of the committee requesting their attendance. Attached to the memo were a set of budget requests for OTPS (Other Than Personnel Services) funds submitted by members of the school's faculty. Members of the Screening Committee were asked to review the requests and come to the meeting prepared to make decisions regarding the allocation of the available $5,000.

Since the usual moderator (an Assistant Principal, Al Cohen) was not present, Wood, the Improvement Coordinator, asked the group for permission to chair the meeting. Wood recommended that the group begin by considering the project proposals requesting allocations, and that they be divided into two categories: old proposals (for projects presently existing) and new proposals (for projects to be implemented in the fall). The committee agreed that proposals for existing projects would receive priority in the allocation of funds.

The first proposal to be reviewed was for Iris Meers' Major Art project. After a discussion relating to the number of students served by the project and of the value of specific requests* listed in the proposal, the committee agreed to award the full amount ($465) requested.

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*Films relating to Black artists and art forms were among the requests. This was notable since few Improvement projects evidenced sensitivity to the majority of the students' cultural backgrounds.

The next proposal reviewed was for the Horticulture project. The committee looked over the proposal and made various suggestions. Following their discussion, they agreed to allocate $590 for the continuation of the project.

The group moved on to the proposal for the 9th Year mini-school. During a discussion of items requested in the proposal, it was suggested that the mini-school staff look into the possibility of borrowing some of the requested materials from other departments in the school. It was felt that it would set a bad precedent if programs and materials already existing in the school were to be duplicated. After discussing the proposal for approximately 25 minutes, the committee agreed, by consensus, to allocate $2,000 ($1,600 to Social Studies, Reading and Science and $400 to Math) to the 9th Year mini-school.

At that point, the group took a tally of the money allocated thus far. The total came to a little over $3,000. Wood asked the group, "Should we look at the new proposals for seed money to get new projects started, or give the (rest of the) money to ongoing projects?" (Some of the on going projects had not been considered as yet.) A department Chairman's recommendation that they look at new proposals was agreed upon and they proceeded to review a series of new proposals.

A proposal coming from the Math Department for a duplicating office machine was rejected, the group agreeing that the proposal did not come under the purview of the Improvement strategy and did not comply with the original plan. The group considered another Math Department proposal, but the chairman of the Biology Department took the position that both the

Math and English departments had many resources open to them and questioned whether "we" should be the funding agency for more proposals. Members of the group agreed and decided not to fund a Math Skills proposal either.

The group reviewed a proposal, "Teaching Athletic Skills through the use of Audio-Visual Analysis," assessing the relationship of the proposal to the Improvement plan. One member maintained that the proposal was "crap". The group agreed not to fund the proposal.

Claire Foresman, the manager of an ongoing project which had not been considered yet, stated:

> I was out of the room when you decided to consider new projects first. School Improvement has an allegiance to some projects; they should take priority over the whims and spending sprees of other people. In my own case, I disagree with the method of reviewing new proposals before reviewing existing, vital ongoing projects. I think you should take care of yourself first.

Foresman, the project manager of the Media Center, had a vested interest. She realized that little money continued to be allocated to new projects. Wood responded, "The philosophy of Improvement is expansion." Another member agreed, "We're not in the business of continually supporting the same projects."

The group moved on to the next proposal. They agreed to allocate $435 to an Auto Shop proposal. Wood stated that he would try to get General Motors to donate the books requested in the proposal. The group further agreed to allocate $134.40 to an English proposal to purchase a set of books. The Polk Prep was allocated $358.

When the group came to Foresman's proposal there was $617 remaining. One member remarked, "It's unfair that the project is the last considered. It will get the short end of the stick." Foresman looked through the list of items in her proposal and assessed that books were the lowest priority.

Wood commented, "We still have $8,000 NIE money for September. We have been spending NIE money in the fall and OTPS money in the spring. It's been working well." Butkus responded, "It's terribly unfair - she (Foresman) should be a priority in September." Wood responded, "Claire got everything she wanted last time."

The group discussed the issue and recommendations were made to go back over prior allocation decisions and make some changes. The coordinator suggested dropping money allocated to the Polk Prep program, saying, "We can go back and say they did not really submit a proposal according to the guidelines." In requesting proposals, Wood had distributed a set of guidelines as to the form in which the proposal should be written. One specific criterion was the proposal's relationship to the Improvement plan. The group, following Wood's suggestion, agreed to go back over the Polk Prep proposal. They agreed that it was not really an Improvement project. A member added, "It gets money from other sources." One member made a motion: "I move that we rescind the money given to the Prep and give it to Media." The group agreed to allocate $974 to the Media project.

After the decision had been made regarding the allocation to the Media project, members of the committee expressed their feelings about the way funds were allocated. Otis said, "We have to clarify rationales in future meetings." Butkus commented, "In the next meeting the first order of business is the criteria for the allocation of funds." Wood remarked that the letter distributed to the faculty noted the criteria.

The Planning Project Review and Screening Committees provided an arena for collaborative problem solving among the participants of the Improvement project within the schools. They also provided a means for getting members of the school community together to work towards common goals. These, and other contexts involving Improvement activities also provided for other kinds of communication among the project's participants resulting in the creation of a number of informal communication structures.

Informal Structures

In addition to the creation of formal structures for the planning and monitoring of Improvement projects, there is evidence that the Self-Improvement project was instrumental in facilitating the development of informal structures among individuals involved with the projects. In particular there is evidence that, in developing projects, communication and sharing of resources among teachers and departments increased. One example of this took place at James K. Polk High School in the Major Art Program. The students were working on scenery for a school production of *The Wiz.* Their teacher went to the Biology Department to ask for a picture of a bat and was given a demonstration model.

The exchange of resources among departments was encouraged by the Improvement philosophy. Collaboration in the development of proposals for Self-Improvement Projects was also encouraged. Examples of this were the mini-schools at James K. Polk and Dolly Madison and the development of the Polk Academy. The creation of forums for getting teachers together, such as the Self-Improvement Project Review Committee and Screening Committee, fostered informal communication and the resultant sharing of resources among them.

The Improvement project, further, led to increased communication between schools. Recall the visit of the planners of the 9th Year mini-school at Dolly Madison with participants of the already established Polk mini-school described in Chapter IV. Because of this meeting, Madison planners were able to avoid some of the problems the Polk project participants had encountered. This incident provides an illustration of another cross-project resource sharing, as well, for when the planners decided to introduce a new curriculum into their mini-school, unlike the planners at Polk, they looked to another in-school improvement project, the 9th Year Curriculum Development project, for content.

A third example of informal communication resulting in resource exchange occurred at the school district level. When Board of Education representative, Paul Filmore, became aware of the EISC system housed at Polk High School under the ALAT project (see Chapter IV), he negotiated to have it moved to the Board of Education Library so that all NYC school personnel would have access to such a valuable resource.

New Roles

Another result of the improvement process was the creation of new roles. In addition, the roles of some of the traditional actors within the context of the school were expanded. The expansion of roles can be attributed to the fact that they were being played out in the context of a Self-Improvement school. In order to facilitate the functioning of new and expanded roles, external actors served as catalysts for the development of the roles that were to become essential to the functioning of the Self-Improvement project.

The Role of the Self-Improvement Coordinator

The introduction of the Self-Improvement strategy into each of the eight improvement schools provided for the creation of the role of Self-

Improvement Coordinator. The development of the role gave each school an internal consultant, who was not part of the formal school authority structure, but who was a teacher, guidance counselor, or other full-time employee of the school and was trained through Self-Improvement activities to perform the role of facilitator and manager of the Self-Improvement effort in his or her respective role.

The role of the improvement Coordinator was clearly spelled out by CBEC in both the original and in Phase II proposals. In actuality, the role turned out to be much more complex than it was originally described. The following material illustrates how it was viewed by the CBEC staff and by the coordinators themselves.

The Improvement Coordinator has, in the first instance, been described as an internal change agent. Although not formally characterized as such in public documents, this aspect of the role has been primary in verbal references to its functioning. For instance, on two different occasions, the Project Director maintained, "I view the Coordinator as an internal change agent" (August 26, 1975), and "The Improvement Coordinator has always been perceived by me as an internal agent" (September 5, 1975).

One of the CBEC consultants, Stanley Bishop, felt that the existing Coordinator job description encompasses both administrative and change functions. And further, he said, "In a way, the roles conflict. It should be improved by delineating and clarifying the role."

The coordinators, themselves, frequently expressed difficulty with the perception of their role as change agent. Some comments relating to this were made at a Support Team meeting on September 2, 1975. One said, "There are flare-ups because of the change agent role; there is "flack" and pressure because of the role." Another said, "I'm concerned with the efficiency of the change agent role. We are dealing with an inertia that exists in schools."

In effecting the change agent role, it would be necessary for the coordinators to interface successfully with the existing administrative structures of the school. This problem was discussed at a Model Team meeting on September 10, 1975. At this meeting, members discussed the idea of Coordinators interfacing with each school's Consultative Council and Principal's Cabinet. Coordinators expressed doubts regarding their ability to be accepted within those structures. Board of Education representative Filmore maintained that a coordinator given status by the principal could succeed in doing this.

In addition to the apparent confusion exhibited by Self-Improvement participants with respect to defining the role, it should be noted that there are eight totally different individuals, each possessing different personalities, skills and styles, assuming the Improvement Coordinator role. For this reason, it is virtually impossible to describe the role in all of its manifestations. Consequently, the following discussion is limited to the two documentation schools.

As mentioned before, the role of the Improvement Coordinator is complex and during a regular school day, he or she engages in a variety of activities.* Prior to documentation, the Improvement Coordinator was released from teaching duties, but in keeping with a Board of Education directive, was required to teach two classes.

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*Difficulties with documentation of the work of Improvement Coordinators are described in an appendix on methodology.

For each Improvement Coordinator, the school day began with his two scheduled classes. (Wood is an accounting teacher and Ewing is a social studies teacher.) The remaining hours of the school day were usually spent in prearranged meetings, and casual or chance face-to-face encounters. Other time was spent talking on the telephone or writing memos.

Much time was devoted to meetings with other Improvement people. Formal meetings might include Self-Improvement Project Review, Self-Improvement Screening Committee meetings (James K. Polk), CBEC meetings away from the school (for example, Wood, participated on the Model team and Ewing was on the Professional Development team), and Cabinet meetings. There were also frequent meetings with persons responsible for implementing Improvement projects. In addition, individuals responsible for Improvement projects would often drop into the Improvement office for the purpose of planning activities or for advice or guidance regarding specific problems. Here is an example of a day's observation of a Coordinator's activities:

October 24, 1975

> The Improvement Coordinator taught his two scheduled classes until 11:00 a.m., therefore I scheduled my arrival for this time. When I arrived in the office at 11:00 a.m., the coordinator was not present. I was informed by a teacher responsible for an Improvement project that the coordinator had stepped out of the office for a moment.
>
> He arrived in the office at 11:30 a.m. and began to discuss obtaining materials for the Resource Center with one of the teachers.
>
> At 11:45 a.m., the CBEC consultant arrived. The consultant and the Improvement Coordinator discussed the curriculum of an Improvement project, the Career Resource Center. The coordinator reviewed the status of meetings with the New York City Board of Education Office

of Career Education, in an effort to establish an exemplary project in the school. He explained that, as a result of a series of these meetings the project would be expected to start up early December. In his explanation, the Coordinator maintained that he would assume an essential role in seeing that certain modifications in the project's design be adhered to in order to conform to already established programs in the school.

Following this, the Improvement Coordinator and the teacher in charge of the Career Resource Center project reviewed with the consultant some of the books and materials that were being used in the project. The Improvement Coordinator explained that he and the teacher had spent time in the late afternoon previewing films to be introduced.

Next, the consultant presented the Coordinator with a copy of the Job Description and Qualifications for the Improvement Coordinator position and asked that he make the suggestions or changes he felt were warranted.

The consultant asked the Improvement Coordinator what was to be included on his agenda for the next school Project Review meeting suggesting that he would pick up where he had left off at the previous meeting. The coordinator explained that there would be presentations on the proposed exemplary project and others on specific Improvement projects. The consultant asked whether specific plans had been made for the next semester since the Project Review Committee would become more of a planning committee again. The coordinator replied, "There is a need to again assess problems in the school," adding that he would address the issue of project evaluation. He concluded with the information that the Improvement Assistant had recently begun interviewing students about their perceptions of Improvement projects.

The meeting ended at 1:00 p.m. The Coordinator recommended that the consultant accompany him to a room designated as the Career Resource Room to view materials. In the room, the coordinator explained that the project was just beginning to receive materials and the two of them spent about forty minutes looking through materials that had been received.

At 1:40 p.m., the Coordinator and the consultant returned to the Improvement office. The consultant left at 1:45 p.m.

Between 1:45 and 2:00 p.m., the Coordinator had his lunch at his desk while talking to another teacher.

At 2:00 p.m., the coordinator left the office with the teacher promising to be back shortly. He returned at 2:40 p.m. accompanied by the project manager of one of the ninth year programs.

> The project manager suggested ways in which the Improvement Coordinator Program could be modified for the spring term in light of some current problems. The Coordinator recommended that a meeting be held on the matter the following week with other teachers involved in the program.

The project manager commented,

> I'm not sure whether the kids are getting anything out of the classes. I'm not sure whether teachers spend enough time in the planning, figuring out what they're going to do with the kids. In talking to the kids in the classes, they say they don't do anything.
>
> The coordinator reaffirmed his plans to schedule a meeting immediately to address the issues. When the project manager left the office it was 3:00 p.m. The coordinator then engaged himself in paperwork.

This example of a coordinator's day illustrates several facets of his role: his many meetings, his responsibilities, and the kinds of issues with which he has to deal. Although a degree of selectivity is operative in choosing this particular day, I think it serves as an example of a day in the life of an Improvement Coordinator.

It also demonstrates the internalization of several project goals, such as the diffusion of decision making, the use of any talent available in the system, continuing self-evaluation and ongoing refinement of the process.

For example, when a teacher came into the office making some recommendations for a change in the program, the Coordinator suggested that a meeting be scheduled with other individuals involved, to assess the problems before making changes. This, in effect, seems to reinforce the attempts to institutionalize the problem solving methodology.

The coordinator's discussion with the CBEC consultant also exemplifies the coordinator's adherence to the Improvement model. The coordinator's assessment of the need to evaluate individual Improvement projects through interviewing techniques complies with the evaluation phase of the model.

The meeting with the CBEC consultant also demonstrates CBEC's own effort to reinforce the evaluation phase of the model by having coordinators themselves involved in refinement of the Improvement Coordinator job description, and reminding them to engage in constant problem identification with varied in-school constituencies.

This example by no means includes all of the Coordinator's activities. Throughout the year's documentation effort, the Improvement Coordinator was observed tutoring students; taking pictures for student identification cards; soliciting support of Improvement projects through memos to staff; making presentations in Principal's Cabinet meetings; advising faculty members on phases of Improvement projects; moderating Improvement meetings; training staff members through workshops; consulting with school principal and acting as negotiator/intervener with school staff members.

Evaluation is considered an important part of the Improvement process. The following is an example of how the Coordinator at James K. Polk High School carries out this task. The Coordinator, through a memo to Project Managers, provided them with instructions on how to prepare the necessary evaluation report. (Memo is included in appendix.)

The instructions in the memo asked project managers to include the following:

1. How you used your released time;
2. Research that was completed;
3. Methods used for evaluation and results of those evaluations;
    a. Attendance

   b. Scholastic success of students
   c. Number of students affected
   d. Standardized tests

4. Teacher workshops or conferences run;
5. Short progress report;
6. Current status of program;
7. How funds were used;
8. Your current status in relation to project;
9. Instructional materials developed, included new curricula;
10. Physical changes made to rooms (i.e., PX Gym, Mini-school);
11. Any positive results you feel have been derived by students, teachers, and school due to your project.

Observation of the Improvement Coordinator indicated he was a strong advocate of the Improvement philosophy. The Improvement meeting was often shown to be an appropriate forum for such activity, as is clear in the following example.

The regularly scheduled Improvement (Screening) committee meeting to be held in the principal's office, had been called for January 22, 1976, the seventh period, at 1:35. The principal, the Improvement Coordinator, the Improvement Assistant and eight committee members were present (two assistant principals, four teachers and two community representatives). In addition, the CBEC consultant for the school and an CBEC intern were present.

The purpose of the meeting was to review Improvement proeject proposals for the spring term and to decide on allocations. One of the assistant principals was the designated moderator of the meeting.

The Coordinator of the project, presented a progress report on a proposed mini-school. It was planned to use five groups of students in the mini-school and that the mini-school staff were in the process of developing concepts and philosophies for the mini-school.

The moderator asked whether the project could be sustained in the fall if teachers were "excessed." One teacher responded that the project would not completely fail, but it would have to be modified. Another added, "The uncertainties are no greater than the rest of the school."

Another coordinator reported on the progress of the Alternative School proposed for September 1976. The Coordinator explained that he would be counseling students and working with staff in developing workshops to implement the program.

Following the report, the moderator asked the group whether they had any questions. The moderator then noted that there were requests for seven released time periods for the spring term (1976) and asked the question, "Shall we support new and old proposals or shall we just support old?"

One member of the committee said, "In terms of potential and work done, our priority is the ninth year mini-school." The principal asked, as a procedural question, if the vote was to be secret. The coordinator responded that the principal, himself and an individual with a vested interest in a project would not vote for the specific project.

A teacher added, "A simple solution - give everyone one (period). Old and new will have one period." The moderator said, "Make it a motion." One committee member suggested, "I make a motion that we have an open discussion." The group agreed.

Another member made his suggestion formal: "I would like to make a motion that each of the five proposals be given one period of released time." The moderator asked for a second to the motion. The Improvement Coordinator interjected:

> My feeling is that I've been very close to the ninth year mini-school project. Your proposal would be very administrative and expedient, but I'm not in favor of that. You have to consider how much time is needed for ongoing programs. The idea of Improvement is to develop programs and have them move into the mainstream. It's time for some of these to move into the mainstream and to give time to those projects being developed. The Improvement Coordinator stated, "I would like to move that the existing programs (Careers, Animal World and Media projects) get support." Another member recommended that newly developed projects (Horticulture, the Alternative School and the ninth year mini school) get released time.

Finally at 2:45 p.m., the group voted on the proposals. Six persons voted, with no objections and one abstention. The proposals were accepted to allocate two released time periods each to the mini-school and the Alternative School and one period for Horticulture.

This excerpt illustrates the way in which the Improvement Coordinator demonstrates his own skill at increasing the understanding of school people of the rationale for their participation and for carrying out new patterns of behavior through problem solving strategies. In this example, the Improvement Coordinator espoused the principle of institutionalization of Improvement projects: a) moving projects from experimental status to regular school curriculum; b) financing of programs from outside funding (CBEC) to internal funding (school tax levy budget).

Although an attempt to highlight the most important facets of the Improvement Coordinator role has been made, this description by no means incorporates the full range of Coordinator activities in the schools.

The Role of the School Self Improvement Principal

The role of the principal in a large urban high school system such as New York City, is a complex one, and a comprehensive portrayal of such a complicated role is beyond the scope of this case study. Therefore, the role of the principal is defined only as it relates to the Self-Improvement process. The purpose of this focus is to illustrate how the principal's role has been expanded as a result of the Self-Improvement effort, and also to demonstrate how the principal may in fact assume a different perspective and way of working through his or her participation in the Self-Improvement effort.

In the Self-Improvement Project the CBEC has conceptualized the role of the principal as that of facilitator; that is, the principal is seen as a leader whose behavior should foster the effective involvement of the total school community in the identification of problems and the working out of solutions to those problems.

In this respect the most visible dimensions of their roles are related to their efforts regarding the implementation of individual Self-Improvement projects. The principals in both documentation schools showed a great deal of concern for the success of the projects, have been supportive of the Self-Improvement process, and have shown sophistication in converting resources to desired ends. Both principals exhibited aggressiveness in keeping staff energies focused on educational issues resulting in the stimulation of teacher activity in Self-Improvement schools. To illustrate these points, several accounts from Self-Improvement related meetings which provide examples of the typical leadership and support of the Self-Improvement principal are presented.

Dolly Madison High School - Planning Meeting for the Peer Advisor Project. On January 5, 1976, a meeting was convened by the principal to discuss plans for the Peer Advisor program in the upcoming spring term. The

Improvement Coordinator, the project manager of the Peer Advisor project, the dean-coordinator of the ninth year program, and the assistant principal for guidance were asked to attend.

The project manager of the Peer Advisor program explained her plans to institute a "Rap Room" during the new term as part of the Peer Advisor program. The "Rap Room" would permit a designated time and place for students to obtain information and counseling from Peer Advisors.

The group decided the "Rap Room" should operate during designated lunch periods. The coordinator recommended that two students and a teacher or guidance counselor cover the room during the three lunch periods. He asked the principal what should be done to facilitate teacher coverage of the "Rap Room." The principal responded that a teacher on a building assignment (e.g., hall patrol) would cover the room. She also recommended that the Art Department become involved by making posters announcing plans for the "Rap Room".

The group members discussed their individual perceptions of the purpose of the "Rap Room" and made a number of recommendations to insure its success. The principal recommended that Peer Advisors be equipped to give information on sex education. She explained that there had been many sex related problems among students, having to do with abortion, venereal disease, and pregnancy and students should know where to go for help. She added that she felt that Peer Advisors could be of assistance in directing students in these matters.

The manager of the Peer Advisor project stated that Peer Advisors were very anxious about the upcoming year. She read a letter she had received from a science teacher who had observed the effectiveness of Peer Advisors in English classes. The teacher recommended the inclusion of Peer Advisors in science classes also. The coordinator responded that she was going to investigate possible expansion into additional subject areas. The principal immediately responded, "To just say put them (Peer Advisors) in subject areas is not good unless a teacher has a special request. It has to be planned and arranged carefully. In some cases it worked well, in other cases it was a sham."

The principal referred to a case where even an excellent teacher was unhappy with the Peer Advisor arrangement. The project manager maintained that this was because the teacher had discipline problems and did not want outsiders to observe him. Despite this comment the principal reiterated her concern for selectivity and careful planning in expanding the program. In this particular meeting the principal was seen as a strong supporter of the Improvement project as was demonstrated by her concrete actions and direct interventions in their implementation.

James K. Polk High School. The principal of James K. Polk High School also exhibited an active concern and support for the Improvement effort. An example of the quality of his involvement was demonstrated at a Project Review Committee meeting during which the participants discussed the proposal for the Polk Academy Alternative School. At this meeting, the principal expressed the hope that the proposal would conform to the realities of the Polk student population. The principal was concerned that the model upon which the project was being based had been developed for a

White middle-class group and felt that it would probably not serve the needs of the predominantly Black and Hispanic student population of Polk. Once the Alternative School model was refined to address the specific needs of the Polk student population, however, the principal's support was clearly demonstrated by his stance in cabinet meetings and in meetings with the total faculty.

Within Polk High School, the principal was a leading force in getting Self-Improvement projects integrated into the system. For example, he was primarily responsible for transferring Self-Improvement projects from experimental status (supported from outside funding) to inclusion in the regular curriculum index, supported by regular school tax levy funds. The English Department's Media project was one such example.

The CBEC Consultant Role

The CBEC consultant provided an additional dimension to the Self-Improvement strategy through his periodic consultative interactions with the school's principal and Improvement Coordinator. In addition, the consultant interacted with the school's Self-Improvement committees, groups of teachers and individual teachers in stimulating Self-Improvement activities. Although the CBEC consultant was considered an external consultant since he was not an employee of the school or the school district, he, in fact, played an essential role in facilitating the Self-Improvement effort.

The original CBEC Self-Improvement strategy provided for both full and part-time consultants. Although individuals employed by CBEC to work with the Self-Improvement project had various official titles, the term consultant was used in referring to the four individuals (Barth, Bishop, Storey and Falls) who assisted in the project's design and in carrying out the Self-Improvement effort. Each of the consultants, with the exception of Falls, was hired in response to the need for consultants with a background in Organizational Development. Dr. Alice Falls originally began work with the project as a consultant on loan from the Institute for Justifiable Futures in Education. Dr. Falls' background is in the area of Guidance, but because of some off-site training (American Training Laboratories) and extensive work with other consultants in the project, she also functioned as an OD consultant.

During the year's documentation effort (May 1975 - June 1976), the consultant's role was observed as an essential element in the Self-Improvement strategy. From the consultant's point of view, each Improvement school and its subsystems were considered as clients. Although there was some initial disagreement among consultants as to the "primary client" (the total school, the principal, or the coordinator), each of the consultants worked closely with the Improvement Coordinator and the principal of each of the eight original Improvement schools.

Observation of the actual work of consultants in the two documentation schools (Falls, consultant to Dolly Madison and Barth, consultant to James K. Polk) indicated that their activities were directly related to the six phases incorporated in the Improvement definition: entry, diagnosis, planning, research and development, implementation, and evaluation.

A Re-Entry Meeting. In the beginning of the fall term 1975, the Project Director along with the Project Administrator-consultant (Barth) visited each of the eight Improvement principals as a re-entry process* for the current academic year. In order to provide an example of the consultant's role as it applied to the entry phase, documentation of a re-entry meeting is provided.

On September 25, 1975 a meeting was convened in the principal's office of one of the eight Improvement schools (James K. Polk). The school's principal, the Improvement Coordinator, the CBEC Project Director, and the Project Administrator-consultant were present. The Project Director explained the purpose of the meeting to the principal: "It's an opportunity to meet with you and the Improvement Coordinator and have you assess your needs for the year."

The principal commented:

> I'm pleased with last year's Improvement plans. I feel the plan has useful goals and I don't feel we should do anymore planning now. My involvement with Improvement will be considerably less due to the budget picture. I feel I have a ticket on the Titanic and I'm waiting for an iceberg. The Improvement Coordinator will have to keep the thing going.

The Improvement Coordinator outlined specific plans for the year to the Project Director and Project Administrator-consultant. He explained that the Improvement plan would emphasize three mini-schools: (1) a ninth year program; (2) a program for non-readers implementing reading in all subject areas;

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*The purpose of the re-entry meeting was to re-establish their continued relationship with Improvement schools and to begin future planning.

and (3) The Individual Guided Education (GE) Model. He explained the importance of the Reading Sub-School, saying "Out of 200 ninth grade students, ten are reading above fifth grade level." The principal added, "We could not pull one group of thirty youngsters in the school reading above grade level."

After discussing the emphasis of the Improvement Projects for the current year, Barth and the Project Director geared the discussion to the role of the Improvement Coordinator. The consultant asked the principal whether he felt the skills acquired by the Improvement Coordinator could be transmitted to others in the school. The principal responded that the skills should be transmitted, especially to those in supervisory positions who interact with other people. The principal added that he felt Improvement could make a maximum "dent" on the Superintendent if an improvement in attendance could be demonstrated.

The Project Director asked the principal whether he felt Improvement could work without a coordinator. The principal responded, "Yes, if there were a philanthropist to do the job." The principal also commented on the idea of the coordinator being required to teach two classes (in accord with a New York City Board of Education mandate), stating that he felt it was good: "It helps to keep him (the coordinator) in touch with what's going on, and it gives him a chance to test his own beliefs."

The Project Director next referred to a recent letter he had received from the Executive Director of the Secondary Schools Department stating that there would be a reduction in Board of Education Improvement allocations for the spring term. The principal's response was that it was to be expected. The meeting ended at 11:30. The Project Director and Barth thanked the principal for the opportunity to meet.

Although this meeting was designed to comply with the entry phase of the Improvement definition, it also illustrates the effort of the CBEC staff to provide administrative support for problem solving. In addition to establishing re-entry, the Project Director and the consultant provided the opportunity for key Improvement participants (the principal and the coordinator) to reflect on both the diagnostic and planning phase of the Improvement definition.

Principal - Coordinator - Consultant Meeting. Throughout the year, CBEC consultants worked closely with Self-Improvement school principals and coordinators in operationalizing the six phases of the Improvement definition. In the following example of a meeting between a consultant and both the principal and Improvement Coordinator of a documentation school, aspects of the diagnosis, planning, and evaluation phases of the Improvement model are shown.

On October 20, 1975 at 10:15 a.m. the consultant, Improvement Coordinator and the Project Administrator met to discuss the agenda for the principal's meeting scheduled for 12:00 p.m. and to review the progress of individual Improvement projects operating in the school. At 11:30 a.m. the project coordinator recommended that they solidify the specific plans for a presentation to the principal. The consultant asked the coordinator about his objectives for the meeting. "What do you want to get out of the meeting?" The coordinator responded, "Commitment. If there are any road-blocks, I want to be sure to get them out of the way." The consultant agreed that the meeting would provide a good opportunity for them to assess and stimulate the principal's commitment to the Improvement Project.

At 2:15 p.m. a meeting was convened in the principal's office. The coordinator distributed individual Improvement project proposals submitted by faculty members to both the consultant and the principal. The discussion was mainly between the Improvement Coordinator and the principal. During the meeting, the proposal for the mini-school using the Individual Guided Education model prompted a great deal of discussion. The principal maintained that new proposals seemed to fragment the school too much. Following a discussion of the proposal the meeting ended at 1:20 p.m.

Upon returning to the Improvement office, the consultant asked the coordinator to critique the meeting. The Improvement Coordinator said that he was disappointed with the principal's concern with fragmenting the school. He stated that his own goal was to develop a number of mini-schools within the larger school organization. The consultant gave his assessment of the meeting as being inefficient since an hour had been spent reporting things to the principal which he could have read.

As has been illustrated, the consultant serves in a helping relationship to both the Improvement Coordinator and the principal. In planning for the meeting with the principal, the consultant assisted the coordinator in the diagnostic formulation and reformulation of the issues to be dealt with in the meeting. One example was the consultant's suggestion to the coordinator to be explicit in stating his objectives. Although the consultant primarily acted as a process observer in the meeting he later encouraged a feedback technique by providing the opportunity for the coordinator to critique the meeting. The consultant was also instructive in providing the coordinator with his own feedback of the meeting's effectiveness.

The Consultant As a Resource. The consultants not only served as resources for principals and coordinators, but they were helpful to individual faculty members involved in the Improvement projects; particularly during the research and development phase of the Improvement definition. In one instance, the consultant of one of the documentation schools (Dolly Madison) brought in a nationally noted consultant in the area of Peer Counseling to meet with a teacher involved in the development of a Peer Counseling project.

On another occasion, while faculty members of the other documentation school were working on the research and development of an Improvement project (the ninth year mini-school), one of the CBEC consultants served as a resource person. When the coordinator of the Improvement project and his assistant were struggling with a scheduling design for a mini-school, the CBEC consultant served as an experienced resource person due to his own directorship of an "alternative" school. The consultant explained how scheduling had been accomplished in Exploratory Academy and Alternative School where he had previously worked and provided the teachers with a list of people they might contact in order to obtain further information on effective administrative procedures in various alternative schools. The consultant collaborated with the teachers for approximately 45 minutes on scheduling designs.

The Consultant Role in Evaluation. CBEC's efforts to monitor its own progress indicated its considerable concern with the evaluation phase of the Improvement definition. The consultants played a substantial role in this. Although one of the CBEC consultants assumed the major role of coordinating the evaluation component, each consultant collaborated with each Improvement

Coordinator in assessing the viability of employing a survey-feedback design in their respective Improvement schools.

Since the Model Team members had agreed that a research proposal should be presented to Improvement Coordinators, consultants scheduled meetings with their respective coordinators. The following is an account of one of these meetings.

The consultant explained plans to employ techniques of survey-feedback within the individual Improvement schools and said, "One idea is to use one of the colloquium days for a workshop on survey-feedback techniques. Survey-feedback is a powerful intervention. You're actively involving large groups of people." In directing a question to the coordinator, he asked, "Do you see it as a strategy of penetration?" The coordinator responded, "As a strategy of involvement, what will become of it? I don't know. I find what you're talking about as non-descript. Survey-feedback in general I don't understand." The consultant responded, "Survey-feedback can be used with a staff in assessing the problems of the school." The coordinator responded, "The training in survey-feedback has to have a specific use. If I don't see the use, I won't use it. If I had nothing going on I would jump into it, but I don't see the time to do it now."

Although the example illustrates an initial reservation on the part of one coordinator to utilize a survey-feedback design in the evaluation of the school Self-Improvement effort, by February 1976, three of the eight Improvement schools (Lincoln, James K. Polk and Beacon) had agreed to take part in the effort.

The Consultant's Role in New* Schools. An important aspect of the CBEC consultant's work involved their contracts with prospective Improvement schools. During the spring of 1976, the consultants began to limit their involvement with the eight original Improvement schools in order to concentrate on entry into eight new schools. Although the documentation effort did not focus on this phase of the project some information is available on the role of the consultant in the expansion effort using what the project calls a "Modified Model" (this refined model will be discussed in detail in the following chapter.)

The initial work of consultants with additional schools reflected the entry phase of the Improvement definition and constituted an establishment of a working relationship between the CBEC consultant and the principal of the new Improvement school. The establishment of the working relationship typically occurred in three distinct stages: first, an initial contact; second, an exploratory meeting; and third, a contract (either explicit or implied) was agreed upon.

Once the Superintendent had identified additional schools to be involved in the Improvement project, the initial contact occurred between the principal and the consultant. The main function of the initial contact was to reach an agreement with the principal concerning the direction Improvement would take in the particular school. As stated by the Project Administrator, "The objective of entry is to have the principal's commitment."

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*In the original eight Self-Improvement schools this process was in an exploratory stage, therefore the steps for entry into the schools were not as crystalized as they were at the time of entry into newer Improvement schools.

The next step is an exploratory meeting which may involve a small group of key people of the school selected by the principal. The consultant familiarizes the principal (and/or group) with the Self-Improvement process and tries to become familiar with the particular school situation.

After spending some time discussing the situation with the principal and other key people in the school, the consultant and principal establish an initial contract by agreeing on the design of an effective plan for the particular school. The plan is written down and outlines each of the six phases of the Improvement definition. The principal identifies specific plans to implement the Improvement process with specific activities related to each of the six phases. According to the Project Administrator, "It's a 'How to Do Improvement in Your School'." In designing a plan for the school, the principal decides whether the Improvement effort will be school-wide, carried out in a particular unit of the school (e.g., the Cabinet), or whether Improvement should be used for a particular problem area. Although a principal may choose a unit of the school as an initial target, a school-wide effort is emphasized as an eventual target by consultants.

In every case observed, the main task of the CBEC consultant involved building a problem-solving capacity within Improvement schools. The CBEC Collaborative Planning Model (later a Modified model) served as the mechanism to build such a capacity. In helping to establish relationships between the consultant, Principal, Improvement Coordinator, Assistant Principal, and other school faculty, consultants attempted to provide the Improvement schools with a systematic planning process using concepts of Organizational Development. Although specific school problems were identified in the process, consultants did not gear their work to the specific problems, but aimed to add to the client's knowledge (through systematic planning), so that in the future they would be able to deal effectively with specific problems.

The Project Director

Up to this point, I have described the roles of individuals who have been active in the day-to-day operations of the schools in the context of the Self-Improvement effort. The Project Director was not normally directly involved with those efforts. On the other hand, it can be said that the role he played was central to the Self-Improvement Program as a whole; and consequently, important to consider when looking at the changes which took place in the schools.

The Project Director, Dr. Matthew Gray, played a vital role in the development, operation and expansion of the Self-Improvement Program. He has expressed his strong commitment to the improvement of education within the urban community in the following way:

> My personal values in this thing are that there are a lot of people being short changed, a lot of students and staff. The inability of the system to adapt to changes, changing staff and clientele. For people to have decent lives they must have decent education.

Gray's formal academic training is in the fields of Political Science and Economics (Ph.D. University of Minnesota). He has also served as a university professor and as a member of the Legislature of a midwestern state. He feels that his past experience with Organizational Development has been most important in giving him the skills he needs to direct the Self-Improvement Program.

He first encountered Organizational Development while organizing an Army hospital while on active military duty. During his seven years at a major National Corporation, Gray gained experience in planning, goal setting, and management by objectives. It was as director of community relations for his corporation that he became involved in the public school system. He started a program which took industry representatives into junior and senior high schools on Career Days in an attempt to reduce drop-out rates, which ran as high as 76%.

Dr. Gray came to CBEC to do a conventional public affairs job, but the Collaborative Program eventually became his full-time position. During his involvement with the Collaborative Program, Dr. Gray became interested in the Collaborative Planning Process which had been developed by Don Barnes of the Institute for Justifiable Futures in Education. Gray played an important part in the transition from the Collaborative to the Self-Improvement Program. In particular, he served by synthesizing a set of conclusions and proposals out of the Collaborative model and adapting them to the proposed Self-Improvement model. He was further responsible for two key components of the Self-Improvement Program that were written into the NIE proposal: the plan for expansion into other schools, and the incorporation of Organizational Development into the Self-Improvement design.

In seeking information about the Project Director's role during the first year of the Self-Improvement project, two CBEC staff members were interviewed, and they gave the impression that there was some confusion between the roles of the Project Director (Gray) and the then Project Manager (Frank Holden).

The Project Manager (Holden) in speaking of his own role said:

> As conceptually designed, Matt, the Project Director, would be concerned with policy; I would be concerned with day-to-day operations...I was never clear who was in charge.

During the Transition Workshop, there was some discussion of the Project Director's role, which was described by one participant as "paternalistic". As a result, the Project Director maintained that for the upcoming year he would play a more active consultant role. At a subsequent Management - Support Team meeting, the Project Director commented, "I don't stop and consult as much as I should. You'll have to help me be more of a member."

Although there were problems during the first year with the Project Director's role, they were alleviated somewhat following the Transition phase (1st to 2nd year) of the Self-Improvement Project, because the Project Director took a more active role as a member of the team and gave more time to consultation. But despite the Project Director's desire to be viewed in a different light, it was clear that he still assumed the leading role in decision making. Although the Model Team (of which he is an member) was charged with decision making for the project, the input of the Project Director was a critical factor.

Often during the year, Gray clearly stated his responsibility for the overall management of the project as stipulated by NIE guidelines. In one instance when Model Team members maintained that decisions should be made by consensus, Gray asserted:

> As Project Director and being accountable for NIE funds, I have to be guided by NIE guidelines and that is the only instance where I could not go with consensus. I will abide by consensus unless there is a legal constraint. But I don't want to be seen as anything other than a voting member of the team.

On another occassion when consultants questioned the Project Director's recommendations as to which consultants should work in specific Self-Improvement schools, the Project Director maintained, "In terms of the overall thing, I did reverse the right to give direction." A consultant responded, "I think it's a critical decision and the way you've done it upsets me. When there is a critical decision I see consensus as the appropriate mode. But in fact when there is a critical decision, I see you making it." The Project Director assured consultants that his recommendations could be discussed and, if necessary, negotiated.

During the year, the Project Director was observed as a committed supporter of the Collaborative Planning model, and he was adamant in taking a strong stance when suggestions were made to modify the model. At the first Model Team meeting (August 25 and 26, 1975), when members assessed the current model (Collaborative Planning) one Board of Education Representative (Filmore) voiced his criticisms:

> The Collaborative Planning Committees must represent constitutencies in the school. Maybe committees should not exist, since it infringes on existing structures. If the group stays with the present model, the realities of the school are being ignored.

The Project Director replied:

> No one except the two coordinator representatives, Alice Falls and myself realize the enduring effect that "collaborative planning" has had on schools in terms of goals. You haven't seen the power of the instrument. I can understand your lack of commitment to this particular model, but we do need to find ways to improve the model.

He further asserted:

> My position is that Self-Improvement is funded by NIE and we are to look at what happens in those eight schools. With the eight schools I have a commitment to the present model.

Although there has been some modification of the Self-Improvement model with respect to the effort to expand to additional schools, the Project Director's activities during the year showed a strong commitment to the Self-Improvement process and the Collaborative Planning model. In addition, during the year, the Project Director engaged in a variety of activities to engender commitment among other key people to sustain the Improvement Project.

The Project Director held periodic meetings with the Executive Director of the Secondary Schools Department and the five Borough Superintendents to assure and encourage their commitment to the project. During these meetings he presented a progress report of the Self-Improvement project in an attempt to solicit continued commitment through the allocations of Board of Education resources (e.g., unit allotments for released time for teachers to work on research and development).

Meetings with the Director of the Secondary Schools Department, Hedinger, were generally reassuring in terms of commitment. Although Hedinger expressed the necessity to decrease allotments due to the budget crisis, his expressed desire to have the Self-Improvement effort expand to all 100 high schools in the city provided some sense of commitment to the effort.

Through provisions made by the Executive Director of the Secondary Schools Department, the Project Director was able to secure specific Board of Education training days for Self-Improvement colloquium activities. The Project Director was also instrumental in initiating a Self-Improvement workshop for the Executive Director and the Superintendents of the five boroughs.

The Project Director was actively engaged in securing resources from private foundations in order to sustain the Improvement effort. In March 1976, at a Model Team meeting, Gray announced that foundation funds had been secured for eight additional Improvement schools. He stated that a small foundation had offered money to the President of CBEC, and the President had recommended that the grant go to new schools. Gray said that a grant of $10,000 had been secured and added that he would continue to pursue funding through foundations.

Since the Self-Improvement Project was expanding and there was a need for additional consultants, the Project Director made a recommendation to the Executive Director of the Secondary Schools Department to have one of the Improvement Coordinators released from his school for a year to serve as a consultant for the CBEC Self-Improvement project and to any New York City alternative high school. An agreement was reached to release the coordinator if CBEC could secure the funds to pay a teacher taking the coordinator's place. Through the efforts of the Project Director, approximately $27,000 (total of average teacher salary including fringe benefits) was paid to the Board of Education as a result of a foundation grant.

Again, on October 7, 1976, a letter was sent to the President of CBEC informing him that the trustees of the Hugo Blackwell Foundation had approved an appropriation of $225,000 to CBEC for use during a three year transitional period to sustain and strengthen its School Self-Improvement Project. These funds were also secured as a result of the Project Director's efforts.

During the early spring of 1976, it was noticeable that the Project Director was phasing out of the day-to-day operations of Improvement as he became increasingly involved in the broader educational sphere. Gray was now the Executive Director of the New York City Council for Education established under the aegis of CBEC.

At a meeting with Gray (March 1976), he was asked about his role with the New York City Council for Education. He explained:

> The same thing I've been doing for years, working with disparate groups that are all working on the same turf. The approach is not unlike the High School Planning effort diagnosing problems and creating linkages between these organizations. It's an attempt to create collaborative relationships. A systematic approach to collaborative problem solving is proposed. Participation will strengthen the ability of the school system to tap community resources. I'm giving myself less time on Improvement and more to the Council. That's the way it should be as the staff gets more experience.

Subsequently, the former Project Administrator (John Barth) became the new Project Director as of August 1, 1976. Although Barth was designated as Project Director, Gray maintained that he would still continue the responsibility for (a) fund raising for Improvement to cover costs from July 1, 1977 to June 30, 1980; and (b) serving as liaison between the Improvement staff and the Secondary Schools Department, the Board of Education and the National Institute of Education (for which he is still Principal Investigator). The Project Director's role was central to the Self-Improvement Program as a whole; and, consequently, important to consider when looking at the changes which took place in the schools.

CHAPTER VII: THE REFINED SELF IMPROVEMENT MODEL

INTRODUCTION

In keeping with the Self-Improvement Program's commitment to the ongoing development and improvement of their design, the Model Team (Chapter III) was created specifically for the purpose of refining the original Collaborative Planning Model (described in Chapter I). They started in September 1975 and by January 1976, a refined model was ready to be implemented in new Self-Improvement schools. The Board of Education representative on the Model Team (Filmore) maintained from the beginning that Improvement should relate to existing structures within the high school. This new orientation clearly bears his stamp.

According to CBEC the primary impetus for the refinement was the need to develop a model that could be easily institutionalized and incorporated within a school with limited or no additional resources. The situation being faced by the New York City public school system in 1976, provided an ideal site in which to test the new approach.

The budget crisis in New York has had an effect upon the schools. A vast number of teachers have been laid off, supportive services have been reduced, and in many schools, classes are over crowded. The immediate effect of the budget crisis on the Self-Improvement project has been the tremendous reduction in monetary resources provided by the New York City Board of Education. When the Improvement project was initiated in the fall of 1975, the Board of Education allocated 3.0 teacher positions to each Improvement school. This provided the full release of the coordinator for work on the Improvement Program and 10 released time periods for other teachers to work on research and development projects. In addition, during this time, Board of Education resources provided for an Improvement Assistant in each of the Improvement schools. Since that time the Board of Education resources have declined remarkably. For fall, 1975, the Board of Education's allocation was reduced to 2.8 teaching positions and by the spring term the allocation was 2.5. At this time, it is very unlikely that the allocation will be greater than one released time positon for each of the original eight schools. Although some time was allocated for the Improvement Coordinator, a city-wide mandate required any person in a pedagogical position to teach at least two classes, therefore releasing the Coordinator for only four periods of the school day.

Considering the reality of limited resources for expanding the Improvement Program and the impossibility of replicating the original model which required considerable released time for the Coordinator and for research and development of projects, CBEC realized that modifications had to take the reality of limited or no resources into account. According to Project Administrator John Barth, the new model can be implemented without requiring any extra resources of schools besides the commitment of time on the part of project participants and consultant time, which would be provided by the CBEC.

Paradoxically, the development of a refined model requiring less resources was to enhance the Self-Improvement Program's potential viability within the New York City School System. One obvious reason for this was that it would be able to expand into more schools, thus increasing its visibility with a resultant increase in acceptance by the school system as a whole. CBEC had accurately realized that the sustenance of the program depended to a large extent on the power residing within the authority structure of the high schools.

The Self-Improvement Program is now operating in twenty-three New York City high schools. The new model comprises a seven-stage problem solving process. Although this refined model is now being called "The Self-Improvement Model" by program participants, for the purposes of this case study, it will be referred to as the "Refined Model".

The Refined Model

In a Progress Report submitted to NIE in December 1975, the CBEC outlined their plan to modify the Improvement model. In this report, they maintained that the assumptions upon which the original model had been developed were sound. The CBEC further asserted that modifications could be made without changing those assumptions since a certain amount of flexibility had been built into the model in the first place. They went on to explain that three of the original functions, planning, coordination, and review, would be retained; and that two new functions, ongoing problem solving, and formative survey feedback, would be added. According to CBEC all of these functions could be performed by committees and personnel used in the original Collaborative Planning Process or within exiting school structures, such as the principal's Cabinet, the Consultative Council, or within a specific school department. The minimum requirements for each school under this plan, then, would include a Self-Improvement Planning and Review Committee, an office and assistant for the Improvement Coordinator, released time for staff, a school improvement developmental budget, and external consulting services.

These principles and ideas were embodied in The School Self-Improvement Project's Definition of Improvement* published by the Model Team in the early months of 1976. Although the basic refinement of the Self-Improvement strategy had been articulated by early 1976, the Model Team continued to hone their definition of the Improvement process into what is now the Seven-Stage Problem Solving Process. In an effort to disseminate the ideas embodied in the Improvement process, a comprehensive Self-Improvement Manual (Barth, et al., 1977) was developed by the CBEC consultant team. The manual which was published and released during the spring of 1977 best articulates the seven stage process of the "refined Self-Improvement strategy." Figure V presents an excerpt from the Manual outlining the Refinement of the strategy and exhibiting the evolutionary nature of the project.

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* Included as an appendix

FIGURE V

IMPROVEMENT AS A SEVEN-STAGE PROBLEM SOLVING PROCESS

Improvement is the use of a systematic, scientific approach for problem solving which entails a sequential movement through seven specific stages. They are: 1) Entry, 2) Diagnosis, 3) Planning, 4) Research and Development, 5) Implementation, 6) Evaluation, and 7) Institutionalization.

Entry involves the decision of the school to start the Improvement process after its nomination by the Borough Superintendent; the preparation of the principal and key staff for using the Improvement process through off site workshops or colloquia; and the negotiation and planning by the principal and an Improvement consultant on how the Improvement process will be developed, how each sequential phase will be carried out, and how the work will be done. The Entry stage is completed by the joint development of a written Improvement design or outline.

Diagnosis uses a systematic process for identification of problems by the school community-including staff, students, and, where possible, parents as well as analyses and establishment of priorities for these problems.

Planning involves application of the analyses from the diagnostic stage to establish specific objectives, identify resources and select from various alternatives the most appropriate strategy for solving the problems.

Research and Development includes the collection of information in the school relating to a problem area and the examination of programs, products or processes used elsewhere that are relevant to the objectives outlined during the Planning stage. Research is followed by the Development of the particular program, products or processes that will meet the specific objectives outlined during Planning.

Development may require further Research for specific components as well as adaptation of existing products or creation of new products. Unlike the other stages, Research and Development occurs at a number of times during the sequence. For example, Research may occur during Diagnosis, R and D may follow Planning and precede Implementation as the discrete fourth stage in the process or occur simultaneously with Planning and/or Implementation.

Implementation involves putting into effect programs, products and processes developed as a result of the earlier Planning and R and D stages. Implementation requires designating role responsibilities and time frames for carrying out and completing the specific plans.

Evaluation encompasses the formative or ongoing assessment and, when needed, modification of Improvement programs in terms of the objectives established during the Planning stage. Such modification may require returning to earlier stages to gather more data and to plan and implement necessary changes. Evaluation is also summative and involves a final assessment to determine the results achieved and to decide if the program should be continued.

Institutionalization involves the continuation of systematic planning and recycling the Improvement stages at the broad school level and/or in specific unit levels by school personnel with minimal or no assistance from the Improvement consultant. To achieve total Institutionalization the process must be ongoing in all substructures in the school.

As mentioned previously, the basic values and assumptions embodied in the original model have remained intact in the Refined Model. The major difference between the two is that the Refined Model is characterized by a greater amount of flexibility than the original. This greater flexibility allows the individual Improvement school more freedom in adapting the model to its particular needs. In particular, the sequential use of all seven stages outlined by the model remains constant while the individual Improvement design is worked out by the principal, Improvement Coordinator and other key staff members of the school. The details of each Improvement stage vary among schools with respect to activities, groups involved, and time schedules. As a result of the increased flexibility within the Improvement schools, changes have taken place with respect to some of the roles and structures involved in the process. The following is a description of some of these features.*

Roles in the Refined Model

The Principal. The role of the Self-Improvement principal is primarily the same with one major exception - flexibility in deciding on a specific design for Improvement in his or her school. Entry still begins with the principal who initially explores the feasibility of involvement in the Improvement project before actually deciding whether to begin the Improvement process in the school. Once the decision to initiate Improvement has been made, the principal works with the Improvement Consultant and other designated individuals in developing the Improvement design for the school. The design of Improvement may be: School-wide Improvement, Cabinet Improvement, Departmental Improvement, Student Centered Improvement or Improvement in the Classroom. These will be briefly described later.

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*Since documentation took place primarily in two of the original Self Improvement schools, and since the Refined Model was not fully incorporated in those schools during the documentation phase, the primary source for this section will be The Self-Improvement Manual.

The Improvement Consultant. The Improvement Consultant assists in the facilitation and management of the Improvement effort in each school, much like the role assumed by the consultant in the original model. Although the role carries responsibilities which have an impact on the entire school, he or she primarily interacts with the principal and other key Improvement groups and individuals. During entry the consultant works primarily with the school's principal in the creation of the Improvement design. Once entry is established, the consultant works closely with the Improvement Coordinator and other groups and individuals within the school. The consultant maintains regular contact with the principal throughout the Improvement process until the Institutionalization stage is reached.

The Core Technical Group. This group of six to ten assistant principals and teachers, including at least one person responsible for special student activities, assists the coordinator in conducting and monitoring all aspects of the Improvement process. The group is responsible for designing and analyzing diagnostic questionnaires, organizing and facilitating task forces, presenting all data and recommendations to the Improvement committee, keeping the school informed and aware of Improvement, and conducting and monitoring evaluations.

The creation of this group represents a new structure in the Improvement process. Although the name has been changed, many of the functions outlined for the Core Technical Group resemble that of the original Program Review Committee. The major difference in the composition of the two groups is that the Core Technical Group includes only school professionals, whereas the Program Review Committees include some representatives from other relevant constituencies--parent, student, and community representatives.

The Improvement Coordinator. The role of the Improvement Coordinator is much the same as in the original design. The Improvement Coordinator is a staff person, usually selected by the principal according to accepted procedures. The coordinator is responsible for the administration of the Improvement process while maintaining frequent communications with the principal and the Improvement consultant. The coordinator is the leader of the Core Technical Group. He or she is responsible for widespread participation throughout the process as well as for organizing the technical details of each stage of the Improvement process.

Assistant Principals. Assistant Principals work with the principals in the creation of the Improvement design for the schools, in the decision making processes, and on diagnostic and planning task forces. If the decision has been made to design Improvement activities in any particular department or sub-unit of the school, the Assistant Principal assumes the role within the department that the principal assumes in school-wide Improvement.

Teachers. The refinement of the model maintains that there are important roles for teachers in all aspects of Improvement. In school-wide Improvement, the entire faculty would be involved during the Diagnosis stage. Volunteers would be solicited to serve on planning task forces. In addition, individuals may take on responsibility for the implementation of specific plans.

In departmental Improvement, the teachers of a particular department work together as a team led by the department chairperson to carry out the entire Improvement process. Teachers may also carry out aspects of Improvement in their classroom by involving students in problem solving activities.

The Students. The refinement outlines the value of student input particularly in the Diagnosis and Planning stages. A structure parallel to and working in conjunction with the staff's Core Technical Group, can involve large numbers of students in the Diagnosis stage through survey and in the Planning stage through task forces. The information and ideas generated from the students should be incorporated in the work of the staff Core Technical Group.

The major difference in the model's refinement in relation to students is the creation of a parallel structure. As noted earlier students no longer work in a constituency-based group with other members of the school community.

The Parents. The model still incorporates the view that the parents are an important constituency of the school and have an essential and unique perspective to offer. In order to elicit their concerns and suggestions, parents can be involved in the diagnosis, planning, and evaluation stages of Improvement through questionnaires and participation on planning task groups. Furthermore, if feasible, a parent organization can create a parallel core group to involve large numbers of parents in the diagnosis and planning that will be incorporated in the work of the technical staff. Again the model proposes parallel structures with respect to parents as opposed to their inclusion in a constituency-based group.

Corporate Representative. A corporate representative is an employee of a corporation who serves as its liaison and resource to the school during the Improvement process. The corporate representative not only provides advice and technical expertise but also, when possible, corporate material resources, including funds. Although the Corporate Representative was considered an important element in the original model, during documentation, the role of the corporate representative was not a highly visible one.

Structures in the Refined Model

The Board of Education Representative on the Model Team had maintained from the beginning that Improvement should be incorporated into all existing structures within the school. The manifestation of the flexibility of the Refined Model reflects this concern. The design of the model includes a statement to the effect that the goal of the institutionalization stage is to move Improvement into all permanent structures of the school, including such structures as the principal's Cabinet, the academic departments, and the student government organizations. Although it is still considered desirable to initiate Improvement in a school-wide effort, involving all constituencies as soon as possible, the Refined Model includes descriptions of how the process can be manifested in five of the existing structures of the schools.

These are:

School-wide Improvement - School-wide Improvement calls for widespread involvement and follow through by the administration in the initiation and design of the Improvement effort.

Cabinet Improvement - There are three possible methods for Cabinet Improvement In the first the Cabinet can function as the Core Technical Group managing the school-wide Improvement. In another method, the Cabinet works by itself, using the process on an identified school problem with the explicit purpose of not only solving the problem but of learning to use the process. In the third method, the Cabinet can use the Improvement process to improve its own functioning as a team. In this case the principal acts as the coordinator.

Department Improvement. A department might use the Improvement process to improve its own functioning or to identify and focus on the educational problems facing the department. In both cases the department chairperson serves as the coordinator.

Student Centered Improvement. A student group can focus on school problems within a structure parallel to the overall school-wide improvement effort or, a student group such as the student government, can focus on its own organizational problems and processes.

Improvement in the Classroom. In classroom Improvement, the teacher must have acquired the necessary skills to apply the seven-stage process to problem solving relating to daily life in the classroom.

Implementation of the Refined Model

In January 1976, when the Refined Model was ready for implementation, it was first introduced into new Improvement schools but it was not until

December 1976 that steps were taken to relate the seven stages of the problem solving process to the original eight Improvement schools. During the spring term of 1977, I visited the two documentation schools in an effort to assess their progress in this effort.

Dolly Madison High School

In February 1977, during a meeting with Dolly Madison's Improvement Coordinator, Nick Savalas, he was asked whether he would be making an effort to work with the Program Review Committee in order to facilitate the corporation of the seven-stage process into the Improvement Project at Dolly Madison. Savalas replied that he and the former Improvement Coordinator had agreed that such an effort would be futile since there was no available money or released time for the development of new projects. Therefore, he would be primarily concerned with maintaining the existing projects. He added, however, that a new emphasis of Improvement at Dolly Madison would involve the organization of student task forces in an effort to get students involved in the process.

Another indication of the influence of the Refined Model of the Improvement Program at Dolly Madison was revealed in an interview with the former Improvement Coordinator, Arnold Ewing. Ewing stated that, in his new role as Assistant Principal for social studies, he would be applying the principles and processes of Improvement in the operation of his department, thus fostering departmental Improvement.

James K. Polk High School

At James K. Polk, the Screening Committee focused both on maintaining current projects and on devising mechanisms for working the seven-stage process into their ongoing program. During the spring of 1977, the committee was primarily concerned with developing a viable role for itself, given the changes in the Improvement process. With the help of their new CBEC consultant,* the decision was made that the Screening Committee would assume the role of a planning committee. Its functions would include the following: (1) assess what problems exist among different constituencies and create task forces to deal with them, (2) start institutionalizing Collaborative Planning procedures in existing structures, e.g., the PTA and student organization, and (3) be responsible for organizing the task forces. In essence, then, the Screening Committee at James K. Polk took on the functions of the Technical Core Group called for by the Refined Improvement model.

The CBEC was also actively involved in efforts to initiate Improvement participants into the workings of the new Refined Model. One such effort was the development of three workshops for students of Self-Improvement schools.

Student Workshops:

In an effort to familiarize students with the refined Self-Improvement model, workshops were held during the spring term of 1977. These workshops were focused on orienting the students to the seven stage planning process outlined in the model. The following is a brief description of one of these workshops.

The workshop, which was held on March 21 was moderated by CBEC Consultant, Wood. Wood engaged the students in a simulation exercise which addressed the problem of "how to increase student involvement and participation." The group addressed the problem by brainstorming possible solutions. Some of the solutions that were suggested included: offer service credit to students, create student task forces, discuss student problems, initiate peer group tutoring, and elicit the support of key students. The second step the students engaged in involved the analysis of the feasibility of the proposed solutions and discussion of short and long term planning activities. After assigning priorities to the proposed solutions, the students agreed to choose one and work it out through a series of action steps.

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*The former Improvement Coordinator at James K. Polk had been made the CBEC consultant for that school.

Conclusion

By the fall of 1977, the Refined Model had, at least, been initiated in all twenty-three Improvement schools. The two documentation schools were ready to enter into the Institutionalization stage; which means that they would be involved in the continuation and expansion of the Improvement effort with minimal assistance from the CBEC consultants. Furthermore, although it had originally been thought that minimum resources for each school would include offices and assistants for Improvement Coordinators, the severity of the budget cuts frequently precluded the schools programs from being able to maintain them.

CHAPTER VIII: WHAT WE HAVE LEARNED

INTRODUCTION

The problems the CBEC encountered in the NYC public school system are problems that plague urban school systems throughout the United States. The Self-Improvement Program was designed to address some of those problems. In this chapter I will attempt to highlight several features of the program that have implications for other schools facing similar problems and who are interested in initiating similar efforts.

It should be stressed that these conclusions have been elicited from our documentation effort. They are not necessarily stated program emphases or, even, what would be recognized by program personnel as the significant results of their efforts. Furthermore, they are not evaluative statements. They are presented as some findings which promise to have general usefulness.

The contents of the chapter are arranged around four general themes: developing more efficient means for solving problems, eliciting involvement and participation, developing support systems for building a problem solving capacity, and improving learning environments of students.

Developing More Efficient Means for Solving Problems

Analysis of the CBEC in their efforts to institutionalize the Self-Improvement Project into the city's high schools indicates that they had at least two primary concerns in mind. They were, first of all, concerned with changing the ways in which normal decision making was conducted in the schools. To this end they introduced methods for institutionalizing systematic planning. They were also concerned that these efforts be continued after the CBEC was no longer actively involved with Self-Improvement.

Thus, efforts were made to build flexibility into the model which would enable its adaptation to different contexts and changing situations.

Systematic Planning

Individuals involved in schools and school systems engage in problem solving activities daily. Too frequently the approach used is what is called "crisis management" characterized by a decision-making mode which is situational in nature and consequently does not yield patterns that can be replicated in other situations. This results in wasted time and effort as the same process must be repeated as each new decision is faced. In designing the Self-Improvement Project, the CBEC worked from the assumption that school participants typically solve problems using a crisis management approach. They felt that the institutionalization of a systematic planning process would enable school participants to make decisions more efficiently. To this end they introduced Organizational Development techniques and theory to school personnel.

The introduction of Organizational Development theory and practice was an attempt to institute efficient patterns of behavior through the incorporation of new norms, clarification of goals, and the establishment of open channels of communication between decision-makers and implementers.

The first attempt to apply the OD process was made within the schools themselves (although, at this point in time, OD terminology was not used). This effort took two forms (1) the development of collaborative planning committees, and, (2) the identification of central improvement agents (Improvement Coordinators) within the schools.

The Collaborative Planning Committees were designed to broaden the bases of problem identification. This was done by involving all members of the school community in the diagnosis process. Identifying a central agent of improvement within the school and training him or her in process management skills was an experiment in developing these skills in school people. These experiments demonstrated that the institution of a planning process could change the way at least some school personnel approach problems.

The second target clientele were the school principals who were identified by OD theorists as the key decision-makers in the schools. For this reason, professional development activities were designed to expose principals to OD theory and techniques. The experience with principals was based on the belief that if they could internalize a theory of school problem solving through simulated practice in colloquia and workshops they could transfer these skills to real situations. Similar workshops were conducted for the director of high schools and borough superintendents in an effort to introduce to them the usefulness of OD theory. Although not all the participants in these workshops found the approach something they wished to incorporate into their practice, a number did profess to see the importance of more systematic approaches to planning.

Flexibility of the Model

As the Self-Improvement Project evolved, the CBEC seemed to become increasingly aware that simply introducing a systematic planning model would not insure that the process would become permanently established in the schools. The first two years of the program's existence were marked by a number of changes in the conception of Self-Improvement and consequent changes in the formal restructuring of the model. These changes were not always self-consciously anticipated, but frequently emerged from conflicts among the different personalities and role relationships in the decision-making echelons of the program.

Flexibility, however, was a concern from the very beginning. The participative planning process first used in the Collaborative Planning Project was conceived of as a continuous process characterized by a rather dialectical planning-evaluation-replanning cycle. At the end of the first year of the Collaborative Planning Project, the JFE's evaluation resulted in a major change in the model which rendered it more flexible than it had been originally. This change was occasioned by the transition from the Collaborative Planning to the Self-Improvement Project and was designed to facilitate the individualization of school programs. That is, the new model was more flexible in that it could be adapted to the different situations of the different schools. As evidenced by the remarks of the first Senior OD Consultant, Roger Smith, this transition was in no way a smooth one. He indicated that CBEC planners as well as participants had an unclear understanding of the process.

The activities of the CBEC during the next two years indicate that they were learning as the program evolved. The end of the first year of the Self-Improvement Project was marked by major staff changes and the pivotal Transition Workshop. It was in this context that we first became aware of how the different priorities and personalities of the program's decision-makers influenced the restructuring of the Self-Improvement model. Paul

Filmore, the Secondary Schools Department's representative, was instrumental in determining the directions the refinement of the model was to take. Since the program was to be subsumed by the Board of Education once NIE funding was over, Filmore pushed for changes which would enable the program to stand and expand on its own. One of these changes was the shift of decision-making power from the Coordinating Council to the Model Team. Filmore's reason for initiating this change was that the Coordinating Council was over-represented by Self-Improvement coordinators and that they were oriented towards day-to-day resolutions as opposed to what he perceived to be necessary future planning for the expansion of the program. Filmore's orientation was shared by the Project Administrator, John Barth.

In their efforts to address future contingencies in this manner, Filmore and Barth came into conflict with Project Director Matthew Gray. As described in Chapter VI, Gray had been extremely influential in the early conception of the model and was concerned that valuable elements of it not be lost in the efforts to adapt it to the changing circumstances occasioned by the move to the Board of Education, and the city's fiscal crisis. Filmore was more concerned that the Refined Model reflect the realities of the schools. He felt that the collaborative planning model as originally conceived infringed on existing school structures and should be replaced by a model which simply incorporated the process into the structures as they stood. Gray wanted at least to maintain the original model in the first eight Improvement schools. He felt responsible, as the Principal Investigator, for adhering to the model in accordance with their agreement. In the end, however, the Improvement model reflected the kinds of built-in flexibility proposed by Filmore. It appears that the fiscal crisis was at least, in part, responsible for this orientation because by making greater use of existing school resources, the schools would be less dependent upon additional funding which was not forthcoming.

This latest refinement has enabled the Improvement Project to expand to twenty-three New York City high schools. In that sense, it can certainly be perceived as successful; we have no evidence, however, to determine whether the systematic planning process will work in existing structures or that valuable elements of collaborative planning have not been lost. While student and parent involvement continue to be articulated as goals, structures will have to be designed for their input if they are to be involved in decision making in the future.* Although many of the Program's participants supported the refinement of the model, there was fear among some that positive aspects of the original model would be lost. This fear is reflected in the remarks of one principal;

> I think you'll be losing something if you put it (Collaborative Planning) in existing structures. Collaborative Planning committees brought me closer to those people I've never had an opportunity to listen to before. We'll lose the goals of participative planning if you allow the principal to stay within his own framework.

Involvement and Participation in the Program

A basic goal of the Self-Improvement Project was to elicit widespread support from all school constituencies. Although administrators, teachers, parents, students and community representatives exhibited a great deal of interest in early collaborative planning meetings, involvement in later Improvement activities was dominated by school personnel. In part, this was due to the fact that despite interest in having parents involved, no provisions were made to elicit their continual involvement. For example, meetings were scheduled at times which were convenient for school faculty rather than for parents. Furthermore, student, parent and community involvement was not a determining factor in the anticipated success of the strategy. The success of the Self-Improvement strategy was primarily determined by the degree of involvement on the part of school staffs.

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*In the spring of 1977 the CBEC was attempting to train students in these processes as evidenced by the student workshops; whether there were existing structures for students in the schools is unclear.

In actuality, only a small percentage of the total faculty became involved in the Improvement activities of the two documentation schools. Although written requests for proposals were distributed to the entire faculties, the total numbers of faculty participants remained small.

Perhaps more surprising than the lack of general participation by school teachers, is the fact that the project was able to tap into this group for whom the counterpressures to participation are immense. In addition to the many demands on their time teachers face simply as part of their daily job, and the absence of real rewards for doing extra work, the union actively discourages any kind of voluntary activity.

Although no single factor appears to account for the active involvement of this group, we have been able to observe a number of characteristics they exhibit. Many of them, although by no means all, were teachers with a history of participation in similar projects and had worked together in the past. Most enjoyed the personal support and encouragement of their principal.

Still another factor, the impact of which is difficult to ascertain, was the lure of released time and control of a budget. Those teachers most active in the Self-Improvement project were able to recommend which projects be adopted and consequently have some control over which were given time and money for development and implementation.

Finally, there is evidence that several key Improvement participants moved to more prestigious or more lucrative positions in the system. Although I cannot assert a definite relationship, it is possible that participation in Improvement may promote career advancement. For example, the original coordinator at James K. Polk is now a CBEC consultant for the Self-Improvement project and the Dolly Madison coordinator is the department chairperson for social studies in the school. This kind of professional advancement has not been limited to Improvement Coordinators. In James K. Polk, a coordinator of an alternative school project within the Improvement project, is now coordinator of a NYC alternative high school and another has been promoted to Assistant Principal for guidance at Polk.

Developing Support Systems for Building a Problem Solving Capacity

In order to institute effectively a process such as Self-Improvement, it is vital to obtain support from all levels of the school organization. Since the principal is seen as the key decision maker in the school, it is necessary to elicit his support prior to initiating the effort. During the entry phase of the Self-Improvement project, members of the CBEC met frequently with the principal to ensure his or her personal commitment to the program and to make sure the process was understood. This attention to principals continued throughout the documentation period.

The support of assistant principals was likewise considered critical since they make many of the key decisions within their departments and serve as members of the principal's cabinet. Even when the principal's support is assured, should an assistant principal not understand, or be opposed to, a specific project he or she can effectively block its implementation.

As discussed in the preceding section, attempts to involve teachers were only partially successful. Efforts to keep them informed of Improvement activities were, however, maintained.

A feature of the Self-Improvement project that distinguishes it from many assistance projects was the serious attempt made to elicit support of school district personnel. Throughout the program periodic meetings were held with the Executive Director of the Secondary Schools Department and the borough superintendents. The purpose for this concern with district personnel was to make sure of their commitment to the project and to include them in professional development activities.

Two potentially significant understandings emerge from these efforts to develop support systems. One is that any measure of success was predicated upon the presence of a cadre of true believers in the Self-Improvement process at each level in the system. The second is that the evolution of the program was characterized by a filtering up the levels of the school system rather than a top down approach. Starting with the establishment of school-level collaborative planning committees, the project culminated in an introduction of the OD model to personnel at the highest level in the Secondary Schools Department. This is in keeping with a major goal of the

CBEC project director whose dream was to move the entire school system through the institutionalization of the Self-Improvement process.

Improving Learning Environments of Students

The ultimate goal of the Self-Improvement project was to redress the apparent failure of the New York City Public School System to equip students with skills that would enable them to function effectively in the world of work. The program was designed so that the specific problems characterizing the learning environments of each school would be determined by representatives of all constituencies of the school community including students, parents, teachers, administrators, and community representatives. This would, in theory, ensure that the diagnosed problems would cover all perspectives. When it came to implementing projects to address these problems, however, the only significant decision makers were teachers and administrators. The choice among projects to be implemented was necessarily limited to ones proposed by teachers. Thus it could be assumed that the in-school projects implemented reflect the problem solving priorities of teachers.

Some of the most commonly expressed problems of the two documentation schools were discipline, deficiencies in basic skills, poor attendance, excessive cutting, high drop-out rates, and poor student-teacher relationships. Efforts were made to address these problems both directly, as in developing remedial courses to work on deficiencies in basic skills, and indirectly by developing projects that had practical value (Media, Animal World) or projects that had relevance to the students' immediate lives

(Career Education) or by developing projects which would increase student interest in simply being at school by making the learning environment more attractive. Examples of the latter include the ninth year mini-schools and the Polk Academy. In these cases a smaller teacher-student ratio and more intimate relationships between students and teachers were established in an effort to improve the absentee, cutting and drop-out situation. The only one of these projects to be implemented during the 1975-1976 school year, the Polk Mini-School, apparently succeeded in doing this with interesting repercussions for teachers (see Chapter IV). Long term effects of these projects require attention at some future time before any assessment of the Program's success in addressing the needs of the students can be made.

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APPENDICES

APPENDICES

A. Research Procedures

B. James K. Polk High School Self-Improvement Plan

C. Dolly Madison High School Proposed Plans for Change

D. Professional Development Materials

1. School Self-Improvement Project Survey

2. Summary Report of Survey Feedback at James K. Polk, Lincoln and Beacon High Schools.

3. High School Self-Improvement Project Summer Workshop Materials.

    a. Organizational Development in Schools
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    e. Initiating and Maintaining Planned Change by Richard Beckhard
    f. Optimizing Team Building Efforts by Richard Beckhard
    g. Types of Interventions
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    i. The Management of Conflict: The Perspective of Organizational Development in Schools
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4. School Self-Improvement Project Colloquium (January 15, 1976), Materials.

    a. Schedule
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    d. Module 3 10:50 - 11:50
    e. Module 5 1:00 - 2:30
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5. Notes on Coordinators' Open Systems Planning re: Role of Improvement Coordinator and Improvement Assistant.

6. Job Description and Qualifications for Educational Improvement Coordinator Position.

E. DTA Field Data Form (FDF): Screening Committee Meeting, November 25, 1975.

APPENDIX A

Research Procedures

Definition of Site Researcher Role

Fieldworkers in schools or other organizational settings may define their roles in a number of different ways. In this case, DTA has defined the site researcher as a non-participant observer. According to DTA's Site Researcher Manual:

> The Site Researcher will be neither a detached outsider nor an active participant in the School Self-Improvement Project. The Site Researcher will develop a sufficient understanding and sympathy with the School Self-Improvement Project and the local schools to protect them against insufficiently informed conclusions from data in the offices of DTA and at the same time maintain a high respect for the objective data that will enable conclusions to rest upon demonstrable facts and not merely sympathy. The Site Researcher will conform to the norms of the school. The Site Researcher will develop his/her role so as not to become perceived as an advocate of any constituency within the Self-Improvement Project.

This statement provided guidelines for the conceptualization of the role; the actual playing out of that role depended upon the particular characteristics of the research situation. My research of the Self-Improvement Project took place in two kinds of contexts: within the two documentation schools and within the offices and formal meetings and workshops of the CBEC. As the CBEC is a business consortium, their typical mode of operation is formal. I attempted to adapt to this style by focusing on the establishment of formal relationships with key CBEC personnel. In the context of the school settings, on the other hand, I was able to establish more informal relationships with Improvement Coordinators and other project participants. In both cases, my relationships were colored by my personal style of research which tends to be on the formal side. As a consequence of the above, much of the data on the activities of the CBEC which went into the production of this case study were collected in formal contexts: meetings, seminars, workshops and formal interviews. The data on the schools are from both formal and informal (Improvement meetings, interviews) and informal (conversations, classroom observations, etc.) sources. I augmented these sources with the analysis of CBEC and school documents.

Data Collection Procedures

My research was focused on how the CBEC developed the Self-Improvement strategy and how this strategy was implemented by the program's participants in the documentation schools. As a Site Researcher I was to describe (in DTA's terms) how problems perceived by the key actors are defined, ordered for priority, and handled. Along with the problem solving steps listed above, I was to note those aspects of interpersonal communication and group coordination which tended to facilitate progress in moving through the steps.

Data were recorded in raw form in a notebook. Each day (when possible) I would organize the raw notes and transfer the information to a Standardized Field Data Form (FDF). The Field Data Forms (A sample is contained in the appendix) were coded (using identification - who-what-where-when and content codes - i.e., curriculum, resources, decision-making, etc.) for access from a computer in developing cross-site (nine sites) analyses. These forms were submitted to the DTA Research Coordinator and I retained one copy for my own analysis. Periodically the Research Coordinator would meet with me to clarify written data, to ask questions about data and interpretations, and to ask questions about the research process. The FDF's with codes were then sent to the Center for New Schools to be prepared for the computer.

Entry of the Site Researcher

In discussing my entry into the School Self-Improvement Project, a distinction will be made as to how entry was accomplished in the two organizational structures: CBEC and the schools.

Entry Into the CBEC Group. During the first few months of the documentation activities, a great deal of my time was spent with the central CBEC group (Project Director and consultants) as they worked in the various School Self-Improvement teams. One aspect of this documentation focused on the refining by the central CBEC group, of the Improvement Model and the reorganization of the Improvement management structure.

My formal entry was at a CBEC Coordinating Council Meeting on May 14, 1975 where I was formally introduced to key Improvement participants (members of the Coordinating Council). Terry Babb Lenoir, DTA Research Coordinator, and Richard Schmuck, Co-Project Director, presented to the group a general overview of the DTA effort and described my role as Site Researcher. At this meeting I established informal contacts with two of the CBEC consultants, Frank Holden and Dr. Roger Smith, both of whom would be phasing out of the project in the near future.

My initial entry into the CBEC overall effort and my first documentation activity occurred during the Project's Transition Workshop when the issue of accessibility surfaced. Concern was expressed regarding survey-feedback data compiled by the Ivyleaf University research team sub-contracted under CBEC. A question arose as to whether those data would be available for DTA viewing. One of the coordinators said "No one except coordinators should see the reports." Holden agreed. I asked whether this made the profile inaccessible to the documentation team. Stanley Bishop, CBEC consultant, maintained that the question could not be answered and said, "A relationship has not been established." Berlin Kelly, the NIE Project Officer, responded, "There has to be a protocol for processing of information, but there is a contractual agreement that DTA has access to data. We have to make the position clear between NIE, DTA and CBEC." Kelly was adamant in expressing that there was a contract agreement, but it seemed apparent to me that coordinators were not cognizant of the existing contract.

Bishop observed that the necessity for a contract between the profile writers and the documentation team and between the coordinators and the profile writers created a degree of ambiguity. It was finally resolved that the Ivyleaf data would be made accessible to DTA.

Selection of Documentation Schools

As mentioned previously, there were eight Self-Improvement schools in 1975 when I began my research. DTA decided that the documentation effort should be focused on two of these schools so that depth of analysis would be possible. DTA further, requested that we be involved in the selection of those schools. To that end, both the Research Coordinator, Terry Babb Lenoir and the Site Researcher, Jacqueline Peek Davis were invited to attend a June 20, 1975 Coordinating Council meeting where this decision was to be made.

In attempting to establish a procedure for selection, each of the Improvement Coordinators was asked to list the schools they felt should be included in the documentation. The overall response from coordinators was that they did not know enough about other schools to make a valid decision. Paul Filmore, the Board of Education representative, said that certain schools should not be used due to particular circumstances. He explained that Walt Whitman H.S. was undergoing a Court order to redesign the school, Beacon H.S. was introducing a new coordinator, Henry Ford H.S. was moving into a new facility, and Woodrow Wilson H.S. would have a new principal. These statements were made in an effort to develop criteria for selection.

Most participants felt another criterion for selection was to include an original Collaborative Planning School and a new school entering the project. But one consultant (John Storey) thought that it might be easier to use random selection technique. The DTA Research Coordinator agreed that it might be an alternative. The Project Director (Matthew Gray) recommended that one criterion would be to look at the eight schools and determine to what extent CBEC fulfilled its commitment as called for in the original proposal. The recommendation seemed to present a valid and workable criterion for selection. It was also apparent to me that the Project Director and the others had two particular schools in mind - James K. Polk and Dolly Madison. It was suggested by many members of the group that, due to a vested interest in documentation, schools that were effective should be portrayed.

In determining the old school to be used, the group returned to the Project Director's recommendation for selection, that the extent to which

CBEC had fulfilled its commitment in terms of resources be considered. The existence of process people in the schools from the beginning was viewed as crucial and Polk was the only school meeting that criterion.

Considering the reasons other schools should not be selected, Dolly Madison was the remaining new school. The decision was made by the group to use James K. Polk and Dolly Madison as the two documentation schools.

Entry of the Site Researcher Into the Self-Improvement Schools

To gain entry into Self-Improvement schools, I was required to have each borough superintendent sign a release for me to engage in research in the schools. Once the signatures were obtained, the principals of the Self-Improvement schools were also required to acknowledge the Documentation and Technical Assistance (DTA) effort by providing a written signature on the research release.

The initial visit to the eight schools in the Self-Improvement project was a short one, for the primary purpose of obtaining the principal's signature. Seven of the principals seemed cognizant of the DTA effort and welcomed the research. Surprisingly, one principal seemed to remember little about the planned research despite a previous telephone conversation with the site researcher. But after I explained the documentation effort and my role as Site Researcher, he, too, expressed agreement.

Entry Into the Two Documentation Schools

On my first visit into each of the documentation schools, the Improvement Coordinator introduced me to Improvement participants working out of each Improvement office. My visit also entailed a brief conversation with of the school principals, reiterating my role as a Site Researcher.

During the early phase of documentation a great deal of time was devoted to becoming acquainted with teachers, administrators, and students involved in the Improvement project. I also spent some time becoming familiar with the individual Improvement (instructional) projects, although I did not observe classrooms because of my concern that teachers might not be comfortable with an outside observer so early in the term. So my time was spent primarily talking to Improvement participants and observing periodic Improvement meetings. Later in the year, when the participants were more familiar with me and the documentation effort, I increased my informal documentation activities and observed a number of classes and other Improvement project activities.

I usually spent at least one day per week at each school. Often the day was selected deliberately depending upon specific activities at each of the documentation schools. The length of my visits varied, occasionally beginning, in accord with their time schedules, as early as 8:00 A.M. at James K. Polk and 8:30 A.M. at Dolly Madison and ending at 2:00 P.M. at James K. Polk and 3:00 P.M. at Dolly Madison. On occasions when there were Improvement meetings or other special activities, I would usually arrive later in the day since I might be staying at the school until 4:00 or 5:00 P.M.

A typical day would begin with a visit to the Self-Improvement office where I would meet with the school's coordinator. He or she would bring me up to date on Improvement activities and future plans. I would frequently devote some time to reviewing memos and other Improvement related communications.

After meeting with the coordinator, I would spend the rest of the morning and early afternoon walking around the school building. Occasionally I would stop to speak with the principal, a faculty member or student. Some days this entire period would be characterized by such informal activity. On other days I would observe classes, either by pre-arrangement or open invitation from the teacher. I would spend my lunch period in the teachers' cafeteria. Here, the faculty gathered in a congenial atmosphere which promoted open and informal discussions.

After lunch, I would usually return to the Self-Improvement office. I would spend the afternoon observing the activities of the Improvement Coordinator. (Some problems with accessibility of their activities are discussed in a later section.) These typically involved visits with Improvement participants, thus providing me with the opportunity to become better acquainted with them in an informal setting.

A typical day spent at the schools was occasioned by observation of regularly scheduled Improvement meetings. These meetings were usually scheduled late in the school day to accommodate the teachers' schedules. At the end of the meeting, I would leave the school.

Establishing Rapport at the Schools

I engaged in a variety of activities in an effort to develop and maintain rapport with faculty members at each school.

Many of my introductions were of a formal nature. On other occasions, I would introduce myself to teachers, administrators, and students individually or in groups and explain my role as Site Researcher. Usually, I would say, "I'm here to observe what strategies and change efforts are used in the

Improvement project with hopes to disseminate the information to other schools throughout the country." In explaining my role to individuals in the schools, it became extremely important to clearly state that I was hired by the Center For New Schools to "document" what happens---not to evaluate the project. Even after a year of observation in the school, individuals still made reference to my role as that of an evaluator. I also found it necessary to emphasize that the National Institute of Education was funding the documentation effort since it was frequently assumed that I was hired by CBEC. This confusion may have stemmed from that fact that the school personnel were unfamiliar with the CBEC's contract with NIE. Overall, however, school personnel were receptive and cooperative towards my documentation efforts and most of them grew to understand and appreciate my role as site researcher.

Site Researcher and Accessibility

A major problem I experienced in my role as site researcher was that it was often difficult to keep abreast of the large number of Improvement activities taking place at the two schools and within the Central Coordination by the CBEC. In order to keep informed, I would make weekly calls to each school and to the CBEC offices to find out about scheduled activities.

This problem was particularly acute with respect to the activities of the central administration. Although the CBEC Improvement secretary maintained a calendar of weekly meetings and activities of the consultants, I was, on occasion, not informed of Improvement related meetings. I was also excluded from some meetings by the Project Director and consultants.

The question of accessibility in these instances was often discussed with Terry Babb Lenoir, the Research Coordinator and the NIE Project Officer, Berlin Kelly. Kelly maintained that such meetings should be the exception and definitely not the rule.

One particularly difficult experience in which I was excluded from a Workshop with borough superintendents and the Executive Director of the Secondary Schools Department illustrates the problem I faced. The situation was especially difficult since I had not been informed prior to the meeting that my presence would be a problem. Upon my arrival at the corporation office in the building where the workshop was held, the Project Director asked me to leave. Although he later apologized for not informing me before the meeting, he maintained that my presence as a documentor would make the workshop participants uncomfortable. As he put it, "This is our first entry with this group and I will not sacrifice it for documentation."

It is evident from the above that I was never able to establish a collegial relationship with the leadership of the Self-Improvement Project (the CBEC group). In my opinion, this was, in part, due to the fact that these people were members of an elite businessman's group. I, on the other hand, was a young (26 years old), relatively inexperienced, and Black researcher.

Even within the two documentation schools, however, it was impossible to observe the many and various activities of the Improvement Coordinator. To begin with, my own role as non-participant observer/documentor was not always compatible with the observation of their activities. In one of the schools, I observed many formal and informal encounters occuring within the

Improvement office; while in the other school it seemed as if many of the informal encounters that related to Improvement occurred outside the Improvement office and outside the purview of the Site Researcher. Although each of the Improvement Coordinators had a clear understanding of my role as Site Researcher and my interest in observing them in the various aspects of the Coordinator job, sensitive situations and their own behavioral styles limited my opportunities to observe them.

For example, at the first school mentioned above, a situation arose concerning the suspected undermining of an Improvement project by an individual (Program Chairman) in the school. The situation necessitated an immediate meeting between the Improvement Coordinator and the school's principal. Although I was with the Improvement Coordinator at the time the decision was made to meet immediately with the principal, the coordinator requested that I remain in the office and said that he would provide me with the details of the meeting later.

In the case of the other Improvement Coordinator, my inability to observe many of his encounters around the school seemed to result from the fact that his typical style was to go out (outside the Improvement office) and talk to people. Although I might be sitting with the Improvement Coordinator initially, he would frequently get up and announce he was leaving the office and would be back shortly. After repeatedly witnessing this behavioral style, I would generally ask whether his leaving was in any way related to Self-Improvement business. The Coordinator's response was generally, "No," or "Not really."

As a result of the above-mentioned types of circumstances, my observation of the Improvement Coordinator role was generally limited to the pre-arranged formal encounters with the Improvement Coordinator.

APPENDIX B

THE JAMES K. POLK HIGH SCHOOL SELF IMPROVEMENT PLAN

IRVING LEWIS
PRINCIPAL

GREGORY WOOD
COORDINATOR

JAMES K. POLK HIGH SCHOOL
Breadville, New York

Irving Lewis
Principal

February 24, 1975

Dear Colleagues:

I am sure that you will be as impressed as I was when you read the attached "plan." Some of you will probably respond to many of the individual items with, "What a great idea -- why didn't we think of it sooner?" Other suggestions might yield a negative response --but the comprehensiveness and general excellence of the "plan" are worthy of the highest praise for the members of the Improvement Committee.

But the "plan" is only the beginning. Its modification and implementation will be the true measure of its effectiveness and that's where we all come in.

I hope that small-group meetings on specific items will follow the introductory conference on February 27, and that the "plan" will help us to create a better Polk to inaugurate "the next fifty years."

Irving Lewis
Principal

IL:cb

JAMES K. POLK HIGH SCHOOL

SCHOOL IMPROVEMENT PLANNING COMMITTEE

Irving Lewis
Principal

Gregory Wood
Coordinator

February 25, 1975

Dear Colleagues:

The James K. Polk High School Self Improvement Plan is the culmination of five months work on the part of all of the representative groups of the James K. Polk High School community: Faculty, Administration, Counselors, Students and Community representatives.

The committee met each week for three hours and spent the weekend of December 6th thru 8th at Harris Farms discussing the goals, problems and possible program recommendations for solving some of the problems at Polk.

The attached plan is certainly not the answer to all of Polk's problems nor is it a mandate for change or a panacea. What it is, is a starting point from which we can begin to make things at Polk better for all of us.

We have all seen programs come and go, some good, some bad, some viable and some a waste of time. Many of us have become skeptical and frustrated with our experiences in education. Why is the program so different and why are so many of our colleagues so excited about it?

The School Improvement Plan represents an ongoing process that has the following elements which will enable all of us to see and experience progress toward improving Polk.

1. - The planning process occurred within the school community with input and ideas from representatives of each segment of our school.

2. - We have had and will continue to have a full time coordinator with back up resources from CBEC, ALAT, the Board of Education and the National Institute of Education which will continue to help and support in this improvement effort. They will help move the parts of this plan that we feel are valuable as well as support new individual plans that emerge from members of the Polk community.

3. - The Polk Improvement Project represents the collaborative efforts of students, teachers, administrators and community representatives and consultants who will continue to be involved when needed and when appropriate.

4. - Much of the plan does not require large amounts of money.

5. - The central concept of school improvement is that if people are given the time, resources and the opportunity to develop and implement their own ideas many of the problems of an urban high school can be solved.

6. - Release time for teachers to develop programs. The program involves the total school with the accent on how we can use all the resources available to us to work together toward a common goal. We have already received the support of the Polk NTU, the Principal and the community.

We invite your ideas, knowledge and support of our effort to make Polk a better place to work, learn and grow together.

Sincerely yours,

Gregory Wood

JAMES K. POLK HIGH SCHOOL

SCHOOL IMPROVEMENT PLANNING COMMITTEE

Irving Lewis
Principal

Gregory Wood
Coordinator

FACULTY FEEDBACK SHEET

As part of the continuing improvement process we would appreciate your ideas, feelings, feedback and concerns about the James K. Polk High School Self-Improvement Plan. This plan is open-ended and can be changed and expanded at anytime.

Would you please take some time and tell us your thoughts.

Thank you,

1. - What area of the plan interests you the most?
(Explain briefly)

2. - What area of the plan do you have concerns about? Why?

3. - What would you like to see added to the plan?

4. - What would you like to change about the plan?

5. - What are your general reactions to the plan?

6. - Would you like to participate in the development and implementation of any part of the plan?

Which part?

7. - Other comments.

FORM FOR SELF-IMPROVEMENT PROPOSAL

Submitted by: Department:

Purpose:

Number of students affected:
(Indicate grade level and which curricula track)

Availability of space and equipment:

Availability of school staff:

Additional needs and costs:

Methods of implementation:

Time schedule:

Have project needs been requested through the Board of Education?
(Explain - if not, why -- or if turned down, why)

Proposer's Signature:

Department Chairperson's comments:

Signature:

Principal's comments:

Signature:

Improvement Coordinator's comments:

Signature:

Distribution:

Frank Holden, CBEC
Alice Falls

JAMES K. POLK HIGH SCHOOL

SCHOOL IMPROVEMENT PLANNING COMMITTEE

Irving Lewis
Principal

Gregory Wood
Coordinator

COMMITTEE

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SCHOOL IMPROVEMENT PLANNING COMMITTEE   JAMES K. POLK HIGH SCHOOL   CURRICULUM DEVELOPMENT

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
1 - Evaluate the present programs	(a) Criteria for evaluation should be set by students, teachers, administration & community	(a) Representative group time (during or after school)	(a) Fair - Good	(a) All interest groups should be represented by volunteers	(a) Spring '75
	(b) Both inside and outside and self evaluation should be used.	(b) Money	(b) Poor	(b) Grant Proposal	(b) Spring '75
	(c) Student evaluation should be taken at the end of term.	(c) Evaluation Form	(c) Excellent	(c) Group will develop an anonymous check list	(c) Spring '75
	Anonymous check list to be filled out by students and given directly to teachers.				
1 - (a) Objectives for courses in programs should be set and made available to everyone.	(a) Workshop course for curriculum objectives development - both students and teachers can benefit	(a) ALAT Bureau of Curri. City & State Colleges of Education CBEC	(a) Excellent	(a) Teacher's monthly conference with students. Monthly department conference with students given classroom period where all teachers will convey what they learned to their classes.	(a) Spring '75

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
1 - (a) Objectives for courses in programs should be set and made available to everyone (continued)	(b) Survey objectives for all courses. Objectives can be either accepted, changed or eliminated. (State & City Mandated objectives)	(b) State & City Curri. bulletin listing all courses in school with description list of objectives for all courses.	(b) Excellent	(b) Send an order or go to source - listing of courses, chairman's responsibility objectives from individual classes.	(b) Spring '75
	(c) N.Y. State objectives should be met - student objective must be realized	(c) Same as (b)	(c) Good	(c) Class discussion of objectives at beginning of term. All interest groups should be represented by volunteers. Anonymous feedback	(c) Sept. '75
	(d) Make sure everyone students, teachers, parents knows the objectives for each course or program (should be in student bulletin)	(d) Student Bulletin and same as (b)	(d) Excellent	(d) Students take bulletin home P.A. involvement, letter home.	(d) Spring '75
	(e) Teacher should state objectives in beginning of class term, to be discussed and changed as needed. Opportunities for revision of objectives exist throughout the term.	(e) Same as (b)	(e) Good	(e) See Action Step	(e) Sept. '75

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
1 - (b) Provide for resources and time for evaluation.	(a) Obtain release time for evaluation task force, representatives of all groups and ALAT etc.	(a) Time and money	(a) Fair - Good	(a) See Action Steps	(a) '75-76 School year
1 - (c) Devise evaluative instruments to be used	(a) Obtain models by observing evaluation techniques and methods at other schools.	(a) ALAT Other Schools	(a) Excellent Good	(a) Go to EISC-ALAT Write or go to other schools.	(a) Spring '75
2 - Create flexibility in terms of giving credit (required) for alternative course work.	(a) Create Independent study alternative			1 - Form committee to:	
	1 - Outside person & outside work used as resource source	1 - (a) Contacts with outside resources (b) Provided for teacher coordinator of Independent Study (c) Provide transportation to outside resources (d) Contacts with City as School Executive Internship CBEC	1-(a) Excellent (b) Good - Release time for development (c) Good (d) Excellent	(a) Survey student interest (b) Establish possible contacts with community (c) Provide Release time for program development (d) Contact & Research other Independent study programs.	S E P T '75

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
2 - Create Flexibility in terms of giving credit (required) for Alternative course work (continued)	(a) Work with resource people within the school on independent research projects.	(a) Chairpersons to be resources in each department for students independent project developments	(a) Excellent with cooperation	(a) Pilot independent study course to be created on an interdepartmental basis. Small scale with possible expansion	(a) Sept. '75
	(b) Establishment of a central independent study resource center with research coordinator	(b) Funds and room needed	(b) Good (explore funding and space allocation)	(b) See Action Steps	(b) Sept. '75
	(c) Allow student credit in departments other than the department offering the course the student is taking (e.g. a student needs a History credit but likes English, he/she takes English course but reads & writes, etc. about historical topic & gets History credit for English course).	(c) Principal & Chairmen involvement and approval	(c) Excellent with cooperation	(c) Develop list of courses that are available for interdepartmental credit	(c) Sept. '75
3 - Create a method to explore alternative structures in education with focus on development for Polk High School	(a) Create committee to explore alternative education structures. Give them free hand in implementing pilot alternatives	(a) Interested members of school & community on committee	(a) Excellent	(a) Organize Committee	(a) March
		(b) Time to visit & explore alternatives	(b) NIE funds Excellent	(b) Schedule visits to explore other alternatives	(b) April - June
		(c) Research & development time	(c) Release Time Excellent	(c) Tailor program to individual students & Polk student population	(c) July

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
3 - Create a method to explore alternative structures in education with focus on development for Polk High School (continued)		(d) Contacts within our school system as well as in other schools & systems that have alternative programs & structures	(d) Excellent (ALAT)	(d) Summer development time for intensive development of program (Department of Educational Direction and Finance)	(d) July
				(e) Implement pilot	(e) Sept. '75
4 - Each Department should establish a method to improve course offerings	(a) Set up standing committee in each department to periodically review and revamp curriculum and course offerings	(a) 1- Time period to be designated for curriculum review committee (Prof. Per?)	(a) 1- With cooperation - Excellent	(a) See Action Steps	(a) March '75
		2- Current curriculum bulletins (State, City, School)	2- Excellent		
	(b) Use information provided by the evaluation forms developed in goal (1C)	(b) Development & utilization of evaluation form	(b) Excellent	(b) Orientation and Cooperation of cabinet and faculty	(b) Sept. '75
	(c) Chairman of each department to organize and participate in curriculum revision	(c) Chairman & teacher cooperation	(c) With cooperation - excellent		(c) March '75
5 - Set up structure so that students & teachers can choose either traditional or alternative (other) structures	(a) To be built into alternative structure set up in pilot (Goal 3) is successful & expanded. TABLED UNTIL THAT TIME				

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
6 - Create a College Skills Development course (i.e. term papers, research skills, project development, speed reading, speed writing, typing etc.) (Not remedial for students on or near grade level)	(a) Create a pair of elective mini-courses to be given on an interdepartmental basis in the senior year	(a) Curriculum Develop	(a) Excellent	See Action Steps	Sept. '75 Development Feb. '76 Implementation
	(b) To be given in the English & Secretarial studies department	(b) Material development	(b) Excellent		
	(c) Option to withdraw without penalty after 1st marking period pass/fail or grade (numerical) option.	(c) Departmental Cooperation & approval	(c) Excellent		
	(d) At least 2 classes must be created to facilitate interdepartmental cooperation	(d) College Contacts	(d) Good		
	(e) Get permission for students to use college library research facilities	(e) College student resources (Big Brother)	(e) Fair		
7 - (a) Develop (BIED) review course	(a) Poll student population to identify need for course.	(a) Develop student questionnaire	(a) Excellent	See Action Steps and Resources	September '75

SCHOOL IMPROVEMENT PLANNING COMMITTEE   JAMES K. POLK HIGH SCHOOL   CURRICULUM DEVELOPMENT

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
7 - (b) Develop Civil Service Test Review Course	(b) Set up interdepartmental cooperation between English & Math Dept.	(b) Math & English Chairmen	(b) Excellent	See Action Steps	Sept. '75
	(c) Set time - during 1- Regular School hours? 2- Saturday?	(c) Teacher	(c) Excellent		
	(d) Explore similar courses at other schools	(d) Materials (BOE or NIE)	(d) Excellent		
		(e) Room	(e) Good		
8 - Explore & Integrate Career Goals in Total High School Program	(a) Monthly projection of job market should be made available to students	(a) Government Bulletins - Teacher Time	(a) Excellent	(a) Integrate into Business & Accounting Department	(a) Sept. '75
	(b) Create positive image (orientation) toward Co-op program.	(b) Publicity Comm. (teachers in Co-op & (TSRD) Revamp curriculum	(b) Good	(b) Publicity in Handbook Media presentation. Have Co-op teachers review & revamp curriculum with student input & involvement	(b) Sept. '75
	(c) Create Pre-Co-op program (skills)(9th & 10th grade)	(c) Principal & Chairmen cooperation Programming Curriculum Development	(c) Good-Exec. Excellent Excellent	(c) Form committee to explore and develop program	(c) Sept. '75

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
8 - Explore & Integrate Career Goals in total H.S. Program (continued)	(d) Evaluate pilot program that has been created for 9th & 10th graders who choose to defer required courses until 11th & 12th grade. Allow students to experience success in courses they choose 1. Use existing or new block program giving at least one (possibly two) periods in skill development (voc., bus., secy)	(d) Teacher Time Material development Curriculum development time Pilot already in existence Evaluation necessary	(d) Excellent	(d) Have appropriate department offer suggestions for Block program curricula. Work with program committee to iron out programming problems (include Guidance staff)	(d) Spring '75
	(e) Mandate one period a week in career education (awareness survey course) for 9th graders with option for later taking full term Career Course	(e) Career Coordinator Resource materials Program Committee Teacher	(e) Excellent Excellent Good-Fair Excellent	(e) Arrange several periods for career awareness course Work out program problem with program committee Determine one free period for each 9th grader.	(e) Spring '75 Spring '75 Spring '75
	(f) Develop mini-courses to discourage students from dropping out of course. (student will not face an entire term with one course & one teacher)	(f) Curriculum Development Teachers Marking System/new Chairmen	(f) Good Good Excellent Good	(f) Have each department divide one or more courses into 3 mini courses per term for incorporation into pilot program (all courses to be either on same grade level or non-graded)	(f) Spring '75

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
8 - Explore & Integrate Career Goals in total High School Program (continued)	(g) Establish relevancy of courses by relating course content to possible career opportunities. Incorporate career lessons into every course curricula.	(g) Texts with relevant career information Magazines & resources from different business areas. S.U.G.A.R.	(g) Fair	(g) Have teachers use magazines & books & materials (to be provided) in a predetermined number of lessons per term or have a career week where all lessons would be devoted to subject oriented careers.	(g) Spring '75
	(h) Research, Develop, & Implement completed vocational skills program: 1. Three mini-courses per term (6 weeks each) 2. Total of 6 different shops 3. Double periods 4. Elective for 9th grade. 5. Entrance tests in natural abilities spatial relations etc., to be administered in JHS	(h) Development or Acquisition of natural skills test	(h) Good	(h) Committee to research & develop proposal for entire program must be formed. Possible funding agencies must be contacted.	(h) Spring '75
		Shop teachers	Fair		
		Materials & Equipment	Fair		
		Space	Fair		
		Money	Fair		
		Programming	Good		
		Bureau of Vocational Education	Good-Excellent		
		Proposal	Excellent		

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
9 - Increase Teacher involvement - Provide adequate training for teachers in new techniques and programs	1 (a) Provide time for teachers to acquire new techniques & methods. Provide for professional growth. Possibilities: 1. In lieu of bldg. assignment 2. After School 3. Weekends 4. Summers 5. Dept. Conferences 6. Faculty Conferences	(a) 1- Principal Chairmen Fund for summer & weekends NTU	Fair	(a) Create committee to include interested parties, especially those taking outside courses in curriculum development. To devise a coordinated effort to utilize available time to organize direction for summer workshop or course for curriculum development	(a) Spring '75
	2- Commitment to teachers Teacher who is involved in developing new course, program etc. must be allowed to teach that course etc.	2- Principal Chairmen	2- Excellent	Improve information channels to teachers to inform them of available courses through department meetings. Make courses and workshops useful and make them aware that they can benefit by creating courses and teaching them.	Spring '75
	(b) Bring colleges into JPHS to run courses specifically designed to meet JPHS teacher needs. 1-Courses to be given for Grad. Credit. 2-Coordinated with one university on an ongoing basis.	(b) 1-Articulation with University	(b) Excellent	(b) Committee in (a) should coordinate with college & CBEC to create course to fit needs of TSRD & Faculty & School.	(b) Fall '75
		-Funds for Professor & Outside trainers	Good-Fair	Above coordination should include availability for independent work for college credit under direction of college	Fall '75

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
9- Increase Teacher involvement - Provide adequeate training for teachers in new techniques and programs (continued)	Courses to be coordinated by university outside trainers not associated with that university may be brought in for specific needs in training (Professionals in the field)	- Teacher input on needs & preferences - CBEC - for outside professionals	Excellent Excellent - Good	Through CBEC invite professionals in subject area (related) & vocational areas outside of education to lead workshops leading to incorporation of knowledge of the business field in appropriate courses sessions should be video taped & used as teaching tool.	Fall '75
	(c) Cabinet members should provide stimulus for training needs.	(c) Principal & Chairman	(c) Good	(c) Principal should make curriculum development and/or improvement a priority issue and influence chairmen to motivate their departments through the cabinet.	(c) Spring '75
	(d) All program development or successful ongoing programs should be advertised through principal's weekly newsletter as incentive and recognition for teachers involved. Same programs should be announced at monthly faculty meetings	(d) Principal & Coordinator of New programs	(d) Good-Excellent	(d) Principal's newsletter should include mention of all innovative & successful programs and give credit for same. Announcement of such programs should be made at monthly school conferences.	(d) Spring '75

SCHOOL IMPROVEMENT PLANNING COMMITTEE JAMES K. POLK HIGH SCHOOL CURRICULUM DEVELOPMENT

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
10 - Increase parent, teacher, student involvement in Curriculum Development	(a) 1- Use P.A. as liason to involve parents	(a) 1- Money for newsletters	(a) 1- Fair	(a) 1- Encourage members of P.A. to become members of TSRD	
	2- Try Sunday meetings	2- Custodian	2- Good	2- Call Sunday P.A. meeting as pilot	
	3- Create social atmosphere to attract parents (dances, cocktail hour, etc.)	3- Money for social functions.	3- Poor-Fair	3- Institute more community oriented programs in JPHS	
	4- Try to reach parents who attend JPHS evening center	4- Liaison to evening school	4- Good	4- Create liaison with evening school to distribute information to parents of JPHS students	
	5- Boat Ride to Bear Mtn. (or other activity) for students and their families AND JPHS staff & their families.	5- Coordinator to organize activities	5- Poor	5- Arrange for Boat Ride or other similar activity for Spring '75	
	6- Volunteer teachers should be asked to call all the parents of students in their HR to invite them personally to open school nights or afternoons	6- Phones and/or money plus Bilingual translators	6- Good	6- Arrange for phones in school or petty cash payments to teachers who make calls from home.	
	(b) Create buzz groups after school and/or evenings to be staffed by personnel on all levels Buzz group should concentrate on information sharing	(b) Group leadership training --Time, space --Money for group leaders? --Participation to all levels	(b) Fair-Poor	(b) Use TSRD as base group for leadership training, use its members as leaders, start groups, document feedback on curriculum and other school areas.	

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
10 - Increase parents, teacher, student involvement in Curriculum Development (continued)	(c) Parents, students & teachers should be made aware of: 1- City & State mandated curriculum 2- New curriculum & programs under development 3- Options that are being tried in other schools.	(c) Curriculum Committee.	(c) Good-Excellent	(c) Information to be shared in buzz groups. Manual or flyer developed to identify C-1, C-2, C-3 created out of curriculum development workshops. Use Parents Assoc., P.A. system, classes etc. to get feedback on new curriculum as well as current curriculum.	Spring '75
	(d) Formation of Curriculum Committee: 1- Should get professional help through workshops on Curr. Devl. from inception of committee.	(d) 1- Consultants	(d) Good-Excellent	(d) Arrange for formation of curriculum committee: 1- Train members of committee in Curriculum Development.	
	2- Equal representation of all special interest groups on Curr. Devl. committee.	2- Time		2- One man, one vote (permanent members).	
	3- All options on curriculum must be taken into consideration.			3- Members of committee at regular meeting time & place.	
	4- Each member of curriculum committee should have one vote, all curricula developed in school through any source must pass through committee.				
	(e) Pressure on Board of Ed. to make Polk zone more accessible for parents & students.				

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SCHOOL IMPROVEMENT PLANNING COMMITTEE

JAMES K. POLK HIGH SCHOOL

COMMUNICATION

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
1 - (a) Student unaware of credit and course requirements	1- (a) & (b) ORIENTATION for all grade levels.	1 - Standing committee for orientation to coordinate the orientation program.	1 - Excellent	1 - Creat a standing committee for orientation.	1 - Sept '75
(b) School services	1) Small groups 15 - student maximum 1 teacher 2 "Big Brother/Sister"			Suggested committee: -Coordinator of students activities.	
	2) Orientation for "orientators" in June, review in September			-Student Organization Advisor -2 student representatives from each grade. -1 faculty member (teacher, administration, guidance) - parent representation	
	3) "Big Brother/Sister" no requirements, volunteers, mix upper and lower classmen.				
	4) Workshop format for orientation of homeroom teacher as part of June faculty conference and review session in Feb. & Sept.				
	5) Comprehensive handbook for students, teachers, administration S.O. etc. To include course description in addition to existing book and what are possibilities for 3 yr. groups etc.	5 - Printing of	5 - ??		5 - March '75 w/yearly up date

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
1- (a) Student unaware of credit and course requirements	1 - (a) & (b) (continued) ORIENTATION			See Action Steps	
(b) School services (continued)	6) specify objectives for (a) new 9th & 10th (b) for 11th & 12th				
	7) Late admits to be assigned to a Big Brother/Sister at a bi-weekly small group orientation session				
(c) Subject Requirements	1) There must be a written statement for every course taught at JPHS listing what the student must do to attain specific grades.	1) All present in school	1) Excellent	1) Do it now!	1) May '75 (Primary card date)
	2) The Department A/P have the responsibility for implementation of Action Step "1"	"	2) Excellent	2) Do it now!	
	3) Students should be kept "up-to-date" on their progress	3 (a) teacher time & motivation (b) Standardized form available to be given to students	3) ?	3) (a) Form must be prepared, change existing guidance form. (b) peer pressure & student pressure	3) Spring '75 (evaluate in June)

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
1 (d) New students (600 in first 20 days)	1 (d) Assembly program after about a month into term using mass media techniques to reinforce orientation program.	1 (d) --media class activities --music program --dance program --stage crew	Excellent	--develop advanced class --keep homeroom teachers informed of assembly programs	Spring '75 Sept. '75
2 - Teachers unaware of what is happening in school - don't read calendar.	2- (a) Calendar format must be revised, readability eliminate repetition, wordiness ambiguity, etc. Include all pertinent holidays	2 - (a) none	2- (a) Excellent	2-(a) Do it now!	2-(a) Feb. '75
	(b) Comprehensive yearly calendar	(b) printing money ?	(b) same as handbook	(b) Include in handbook	(b) same as handbook
3 - Counselors unaware	3 (a) See comprehensive course catalogue in student handbook (Action Step #1)			(a) Do it now!	
	(b) Must have copies of (Action Step #1-C)			(b) Do it now!	
4 - Preliminary final estimates cause problems with next semester programming.	4 (a) Subject teacher must check at beginning of term to insure students are where they belong.	4 (a) None	4 (a) Excellent	4 (a) set up a structure on a clerical date for meeting of teachers with counselors.	4 (a) Jan. '75 (unofficially)

SCHOOL IMPROVEMENT PLANNING COMMITTEE   JAMES K. POLK HIGH SCHOOL   COMMUNICATIONS

GOALS	ACTION STEPS	RESOURCE NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
5 (a) Subject class lists non-existant on day one	5 (a) Develop method of generating class lists that will list: *register (numbers) *names and homeroom class	5 (a) ALAT	5 (a) Excellent	5 (a) Do it now!	5 (a) Sept. '75
(b) Homeroom teacher, dean, etc., unaware of where students are at beginning of term.	" "	(b) Program Committee			
6 (a) Not enough feedback to staff from administration.	6 (a) Principal's newsletter should be issued on a regular basis	6 (a) Principal	6 (a) Excellent	6 (a) Do it!	6 (a) Feb. '75
(b) To students from administration	(b) Principal's newsletter also issued to students and parents.	(b) Mailing costs/ permit	(b) Good	(b) get permit	(b) Feb. '75
	(c) See Action Step 2A	(c) See 2-A			
		(d) Address labels-Addressograph	(d) Good	(d) Keep attendance records up to date Use school resources - students, typing classes, etc.	
7 - Takes too long to get started in September	7 - Other action steps for other problems will diminish this problem				

SCHOOL IMPROVEMENT PLANNING COMMITTEE — JAMES K. POLK HIGH SCHOOL — COMMUNICATIONS

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
7 (a) Unclaimed program cards (absentees)	(1) - student aids collect unclaimed program card from homeroom teacher	1 - Use students and aides	(1) Excellent	(1) Do it! with publicity	(1) February '75
	(2) unclaimed program card in one central place (alphabetical)	(2) need of a place	(2) Excellent	(2) Do it!	(2) February '75
(b) unreturned books with no report cards	(1) all in one place	(1) need of a place	(1) Excellent	(1) Mrs. Boyser with publicity	(1) February '75
(c) 46's (readmits)	(1) lists to be given to homeroom teachers, deans, guidance counselor.	(1) Program committee make up lists	(1) Excellent	(1) Do it!	(1) February '75
	(2) Clearance by dean	(2) deans	(2) Excellent if relieved of program committee	(2) Do it! with publicity	(2) February '75
	(3) Issuing office for program	(3) Teachers aide and need of a place	(3) Excellent	(3) Do it! with publicity	(3) February '75
(d) New admits & transfers (600 in 1st 20 days)	(1) to be seen by guidance counselor	(1) counselor plus aides also list of zoning.	(1) Excellent	(1) Do it!	(1) February '75
	(2) Normal program procedure: --student aides to help (Arista)	--program committee with students	(2) Excellent	(2) Do it!	(2) February '75
	--Explore computer	--research	--ALAT - Excellent	" "	Research June '75
(e) missing records and primary cards	(1) Before students start term, must be checked by homeroom teacher.	(1) Homeroom teacher	(1) Excellent	(1) Do it!	(1) February '75

SCHOOL IMPROVEMENT PLANNING COMMITTEE JAMES K. POLK HIGH SCHOOL COMMUNICATIONS

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
8 - Flexible time scheduling	-Set time aside on alternate or every week for clubs/sports activities; or communication with counselors, teachers, deans.	-Administration cooperation to alter time schedule	-Good - Excellent	(a) Advertise locations of counselors and other student services and lists of clubs, advisors & rooms. (b) Possible change of schedule on WED for: 1- Activity period between period 5 & 6 2- Activity period before AM session and after PM session. 3- Shorten day to allow for activity period at end of day.	-Sept. '75
9 - Increase interdepartmental communication	(a) Give teachers option to attend other dept. conferences.	(a) Existing Conf. Time	(a) Fair-Poor	(a) delete	- Spring '75
	(b) Allow time for departments to exchange ideas.	(b) Existing Cabinet meeting	(b) Excellent	(b) Try alternate months for some departments as pilot	
	(c) Minutes of Dept. Conf. sent to other departments	(c) existing	(c) ??	(c) Make minutes available to teachers (post minutes)	
10 - (a) Have department meetings focus on education not administration.	(a) Devote faculty meetings to improving education.	Existing in school	(a) Excellent	(a) Dept. conferences should cover such topics as curriculum revision & examination, test construction, reading motivation, outside resources, etc.	(a)Spring '75

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
10 (b) Have faculty conferences in small groups rather than the whole faculty at one meeting	(b) Have faculty conference in small groups.	Existing now in school	(b) Excellent	(b) Workshop meetings: Learning experience for faculty.	(b) Spring '75
(c) Increase student input in faculty conferences and Department Conferences	(c) Enlist students for input to faculty conference.	" "	(c) Good-Excellent	(c) See Action Steps	(c) Spring '75
(d) Lack of definition in Department & Faculty Conf.	(d) Cooperative Agenda Planning	" "	(d) Excellent	(d) See Action Steps - teachers add to Agenda	(d) Spring '75
11 - Have counselors and deans viewed as assistance and help for students, not disciplinarians	- redefine roles			- This is an attitude area change - see Attitude Committee Plan	
12 - Insure the receipt of H.S. applications from JHS's on time	- Have JHS counselors keep to Bd. of Ed. deadline (April 15th)	- D. Moberg Feeder schools outside District 12	- Excellent	- Community School Board chairperson to meet with Guidance staff of JHS's instructing them to meet their March 30th deadline	- Spring '75
13 - Eliminate confusion of multiple H.S. applications	- Develop system to eliminate or control multiple application	- D. Moberg - B. Wozniek possibly form	- Excellent	- JHS counselor must notify H.S. when a student has been accepted by a specialized school so that the H.S. application can be withdrawn	- Spring '75

SCHOOL IMPROVEMENT PLANNING COMMITTEE JAMES K. POLK HIGH SCHOOL COMMUNICATIONS

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
14 - Improve articulation with Feeder JHS's	a) Liaison in JPHS	a) Exists (N. Shoemaker)	a) Excellent	a) Have Mrs. Moberg check with JHS counselors to inform them of the liaison at JPHS.	a) Spring '75
	b) Liaison in JHS's	b) Mrs. Moberg	b) Excellent	b) Establish one in each JHS	b) Spring '75
	c) JHS Fair Day at JPHS	c) L. Patrik B. Moberg	c) Good-Excellent	c) Set up program, being aware of the numbers of students. Include Big Brother/Sisters, in orientation program.	c) Spring '75
	d) H.S. office in JHS's	d) Mrs. Moberg L. Patrik D. Butkus (leadership class)	d) Fair (difficult)	d) Will be explored by Mrs. Moberg	d) Long range
	e) JPHS Handbook visit by JPHS student to JHS's (assembly)			e) Handbook for JHS students & Counselors. Visits to JHS's by chairmen, teachers, Counselors, students, etc.	e) Sept. '75
	f) Shared instruction			f) Explore "Shared Instruction" some students that go to JPHS may be involved (Voc. courses at other schools)	f) Sept. '75
15 - Create a positive image of JPHS on the part of JHS Parents, students, staff.	a) Follow up on JHS students who are absent on day of JPHS (orientation & recruiting)	a) B. Wozniek	a) Poor	a) live with it	
	b) Bilingual information booth on main floor of JPHS	b) Stage craft (security) ESL, Leadership class	b) Excellent	b) Use Bilingual Security guards, bilingual students	b) Sept. '75

SCHOOL IMPROVEMENT PLANNING COMMITTEE

JAMES K. POLK HIGH SCHOOL

COMMUNICATION

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
15 - Create a positive image of JPHS on the part of JHS Parents, students, staff (continued)	c) Floor Plan Bell Schedule This period is (to be posted in main lobby (large)	c) Art Department	c) Excellent	c) Do It! (See Action Steps)	c) Immediately
	d) Have parents visit JPHS during school day for tour & talk	d) Administration P.A. president JPHS " " " JHS	d) Excellent	d) H.S. parents association invite JHS parents during school day or night meeting.	d) Spring '75
16 - Improve operation of H.S. Application form	a) Revise H.S. application	a) H.S. office Guidance Central Bd. of Ed.	a) Poor	a) See Action Steps	a) Spring '75
	b) Send letter to JHS parents informing them of HS Prerogatives (options)	b) Postage, JHS cooperation	b) Good		
	c) Have parents meeting on H.S. applications	c) Time	c) Fair	c) Suggest and offer help to JHS for meeting with parents	
17 - Improve communications between H.S. subject depts. & JHS subject departments (HS Departments unaware of course content and curriculum in JHS Hampers planning of HS curriculum.	a) Have interschool (HS-JHS) department conferences	a) District office (H.S. chairman)	a) Fair	a) H.S. Dept. A/P attend district meetings of JHS Department heads.	a) Sept. '75
	b) Hold Boro-wide department meetings for exchange of ideas & programs	b) BOE Bureaus, District offices	b) Fair/poor	b) Have boro-wide meetings	
	c) On supervisors days have HS & JHS Dept. A/P meet	c) Bureau of HS's	c) Fair/poor	c) Reorganize supervisory days	
	d) Coordination of activities by Bd. of Ed. Curriculum Office				

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
18 - Improve means of communication between school & home (make it more direct)	a) Communicate directly with parents	a) --	a) Excellent	a) Systems for contacting parents by the classroom teachers (student warned first) -Contact made by teacher, phone, mail, personal	a) Spring '75
	b) Posters in neighbor stores	b) Art & Adv. classes-Cooperation of local merchants - sign painting class	b) Excellent		
	c) Public Service Advertising	c) S.O. communication committee TIB, Leadership Class	c) Fair	-Evaluation on standardized form by each subject teacher to be mailed home instead of 1st Report Card	
	d) School calendar mailed home	d) Money - printing	d) Good		
	e) Bulk postage	e) Available already	e) Excellent		
	f) Mail in plain envelope	f) --	f) Excellent		
	g) Teachers should have phones available to call students' to confer with parents and give & get feedback (both positive and negative)	g) Money - existing phones in Dept. offices.	g) Excellent		
	h) Mail notices earlier	h) --	h) Excellent		
	i) All notices & Ads must be bilingual	i) Translator	i) Excellent		
	a) Parent-volunteer program in school	a) parents, work for them to do	a) Good	a) Parents Association Project	Sept. '75
	b) Parent Orientation in conjunction with 9th & 10th grade orientation program in Sept.	b) Police, faculty, etc.	b) Good/Excellent	b) Do it! (See Action Step)	

SCHOOL IMPROVEMENT PLANNING COMMITTEE

JAMES K. POLK HIGH SCHOOL

ATTITUDES

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
1 - Make remediation a positive thing for students	1 - Have students name course themselves.			1 - Self-awareness, Group Dynamics built into the remedial program.	Sept. '75
	(a) Accurate self-scoring test.	-- Mr. Valberg (Dir. of Reading)	Excellent	--Alumni's coming back who were previously in program to work with students	
	(b) Group dynamics self-awareness program.	-- Mr. Tharp (Dir. of Math)		--Add experiences outside of school to motivate	
	(c) Peer groups	--Community, faculty, psychologist, parents, and business people, TINDER			
	(d) Use games such as scrabble, other student made games.				
2 - Breakdown fear and suspicion toward those of different backgrounds	2 - Rap sessions about class.	2 - ASPIRA, Civil Rights Org., Communist Party, etc.	2- Anticipate problems but there is no choice but to deal with this issue because it is very important.	2 - Orientate teachers in group toward awareness concerning race, class (all subjects).	Spring '75 and ongoing
	--Cultural program relating to prejudice in all subject areas (race, sex, class, dollars)	--ALAT can research other institutions that have dealt with racism.		--A subcommittee to research how to deal with prejudice in the school --Provide experiences to unlearn prejudice --Incorporate learning about prejudice in all subjects.	
		--District M Learning resource Center			

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
3 - Improve Staff Attitudes: cafe workers, guards, secretaries, attendance, elevator operators, custodial, teachers, counselors, chairpersons, administrators, etc.	(a) Redefine staff roles and goals	(a) Each segment defines roles for that position.	(a) Poor-Fair	(a) Identify leaders to organize each segment from TSRD members.	(a) March '75
	(b) Communicate new role definitions to everyone.	(b) Type & distribute	(b) Excellent	(b) Train person to lead group discussions on role definitions. Get time (poss. staff) conference to run groups on role definition.	(b) April '75
	(c) Increase staff awareness of negative attitude that is projected at times.	(c) Feedback session Questionnaire develop.	(c) Poor Good-Excellent	(c) Arrange for time & place for feedback sessions - set up group dynamic sessions	(c) April Staff Conference
	(d) Delegate responsibilities and communicate these responsibilities to all. Lack of awareness of others' responsibilities causes misunderstanding.	(d) See A & B Pilot Program in Human Relations and Group Dynamics.		(d) Develop questionnaire for Attitude feedback -Pilot Group Dynamics in May or June	(d) Sept. '75 or ASAP
4 - Improve teacher morale.	(a) Positive feedback to members of the faculty for accomplishments and performance (build morale)	(a) Administration cooperation	(a) Good		Spring '75
	(b) Positive letters in file for accomplishments	(b) Administration	(b) Good	(b) Training - for proper feedback.	
	(c) Deal with teachers as professionals. Expect them to be professional and they will.	(c) NTU Contract Committee.	(c) Poor		
	(d) Teacher Recognition Day.	(d) Check with other schools. --P.A. participation	(d) Fair		

SCHOOL IMPROVEMENT PLANNING COMMITTEE JAMES K. POLK HIGH SCHOOL ATTITUDES

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
4 - Improve teacher morale (continued)	(e) Provide mini grants for teachers to develop their own ideas. Provided through committee funds with committee approval ($100 ?)	(e) Money - NIE funds	(e) Good-Excellent		
	(f) Provide opportunities for teachers to exchange successes, motivations, lessons, new techniques & creative ideas, etc.	(f) Meaningful department conferences Chairmen	(f) Good	(f) Training for Administration to conduct meaningful & useful conference.	
	(g) Teacher input on developing and revamping curriculum	(g) Set up curriculum committee in each dept. Strong leadership	(g) Good-Excellent		
	(h) Newsletter for communication of new ideas, programs, "What's Happening".	(h) Principal's letter	(h) Good-Excellent		
	(i) Provide opportunities for more class trips, visitors, experience - Subs to be provided.	(i) Money NIE funds BOE funds	(i) Poor		
	(j) Dress up environment-freedom to paint rooms & improve atmosphere of cafeteria.	(j) Student/teacher coordinator	(j) Fair	(j) Committee to organize team work with students and teachers - on school time	
	(k) More teacher lockers		(k) Fair		
	(l) Provide teacher lounge with provisions for after hours use. (e.g. groups, seminars, conferences)	(l) Money for decoration, room, furniture, organizer, Indus. Arts Dept.	(l) Good-Excellent	(l) Set up Committee to organize decoration of teacher lounge. Enlist Industrial Arts Dept. help - Find furniture; have open house in lounge.	(l) Spring '75

SCHOOL IMPROVEMENT PLANNING COMMITTEE JAMES K. POLK HIGH SCHOOL ATTITUDES

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATIONS	IMMEDIATE SHORT, LONG RANGE
4 - Improve teacher morale (continued)	(m) Provide opportunity for teacher to choose & prep substitute for days that teachers know they will not be in attendance	(m) Teacher cooperation Lesson plan Articulation with chairmen payroll sec'y.	(m) Good-Excellent	(m) Set up system with chairperson.	(m) March '75
	(n) Change format of Departmental Conference. (Educationally oriented)	(n) See "G"			
5- Reduce student boredom in class	(a) Divide classes into small groups to increase motivation and purpose.	(a) Teacher Training --Para's (?)	(a) Fair-Poor	(a) Replace stationary furniture. --Curriculum Development (open classroom) Prepare materials for independent work. Train teachers that are interested.	(a) Sept.'75 -- Sept.'76
	(b) Explore flexible scheduling. (double periods) (e.g. modular, trimester, quadra mester)	(b) Committee	(b) Excellent	(b) Set Up Committee	(g) March '75
	(c) Provide time for and expand clubs	(c) Time (Club hour)	(c) Good-Fair	(c) Set up Club hours	(c) Sept.'75
	(d) Provide students with the opportunity to choose teachers.	(d) Administration Program Committee NTU	(d) Poor	(d) Explore possibility - Meet with NTU, Principal, Program Committee	(d) June '75
	(e) Provide a more humanistic approach to learning (Teach & Delight, Discussions not only lectures)	(e) Teacher Training	(e) Fair-Poor	(e) Create a course for teachers to train them in humanistic education	(e) Sept. '75

SCHOOL IMPROVEMENT PLANNING COMMITTEE JAMES K. POLK HIGH SCHOOL ATTITUDES

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATIONS	IMMEDIATE SHORT, LONG RANGE
5 - Reduce student boredom in class (continued)	(f) Relate subject matter to student life and reality.	(f) Materials development	(f) Fair-Good	(f) Integrate future possibilities into curriculum (see curriculum development)	(f) March '75
	(g) Realization by teacher that a "lesson plan" is a guide only and can be modified or eliminated on the spot (flexibility)	(g) Chairmen & Administration (statement by)	(g) Excellent	(g) Have chairperson relay message.	(g) March '75
	(h) Provide access to other learning resources (films, TV, trips, visitors, etc.)	(h) Money - coordinator Trip Coordinator Make catalogue available. Dept. AV & Trip Rept.	(h) Fair-Excellent	(h) See resources	(h) March '75
	(i) Explore & develop programs that use the community and the city as learning resources (City as School or School without walls)	(i) Committee Coordinator Curr. Dev. Time	(i) Excellent	(i) Mini School for one term (CAS)	(i) Sept. '75 Summer Development
	(j) Provide opportunity for student input into curriculum & School matters.	(j) Students curriculum committee	(j) Good-Excellent	(j) Course in Curriculum development for students. (Within depart) give credit.	(j) Sept. '75 Summer Development
	(k) Provide advance credit by exam for knowledge already acquired.	(k) BOE - NYS BO Regents	(k) ??	(k) Explore competency education	(k) Sept. '75

SCHOOL IMPROVEMENT PLANNING COMMITTEE

JAMES K. POLK HIGH SCHOOL

ATTITUDES

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
6 - Instill a positive attitude on the part of JHS students toward JPHS	(a) Open house in June for all incoming JHS students.	SEE			
	(b) Provide information to JHS about Polk especially those programs and activities that are positive.		COMMUNICATIONS		
	(c) Produce multi-media production about Polk to show the positive side of Polk. To be presented at JHS orientation assemblies.				
	(d) Develop information catalogue to be sent to incoming JHS students and parents to describe positive programs at Polk.			# 14 thru #20	
	(e) "Big Brother" program should be developed.				
	(f) Special social program to be developed for new incoming students.				
	(g) Expand & Improve Orientation Program: --Small group seminars --New student dance --Newspaper dedicated to new students (including noting of JHS student celebrities coming to Polk) --Name tags for students as well as teachers.				

SCHOOL IMPROVEMENT PLANNING COMMITTEE — JAMES K. POLK HIGH SCHOOL — ATTITUDES

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
6 - Instill a positive attitude on the part of JHS students toward JPHS (continued)	(h) Special S.O. store discounts for new students (time limit) (i) Get JHS's to participate in Polk's extracurricular activities (e.g. Street Fair, Sports events, plays, activities) (j) Summer Title One orientation and skills development program.	SEE COMMUNICATIONS		#14 thru #20	
7 - Dispel fear of change on the part of individuals in the Polk community (family)	(a) Workshop to establish basic goals within a new structure. To be decided on in workshops.	(a) Time for workshop Town meetings.	(a) Good	(a) Establish workshops to formulate goals procedures dispel fear, create methods of evaluation for all new programs.	(a) As Needed
Types of Change A - EDUCATIONAL 1- New Philosophies	(b) Team teaching/team jobs. Team building to ease pressure of newness.	(b) Training for teaming -Teacher Trainer. -Practice Time.	(b) Fair-Good -Good -?	(b) To be done in workshops described above. Consultant to be on call throughout life of program.	(b) As Needed
2- New programs	(c) Regular meeting of those involved in new projects to discuss problems, use of problem solving techniques, instill win - win attitude	(c) Problem solving techniques -set up in structure	(c) Excellent	(c) See Action Step	

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
7 - Dispel fear of change on the part of individuals in the Polk community (family) (continued)	(d) Successes of all groups & teams to be shared. Advertise success and feelings of accomplishment.	(d) Newsletter	(d) Excellent	(d) Newsletter to report on new programs to be developed.	(d) March '75
	(e) Accurate records of all meetings and programs to establish history, list objectives include feedback mechanism.	(e) Built into all new programs. Assign recorder.	(e) Excellent	(e) See Action Steps	(e) March '75
8 - STUDENT/STAFF RELATIONSHIPS 1) Economic 2) Ethnic 3) Social 4) Cultural	(a) Set up committee to research and develop a feasible program to develop a better working relationship between students and staff to improve attitudes.	(a) Committee (Volunteer)	(a) Fair-Good	(a) See Action Steps	(a) Spring '75
8 - Create a feeling of trust toward those in power.	(a) Advertise positive actions on the part of those in power.	(a) Administration and supervisor input and participation	(a) Good	(a) Have administration and supervisors evaluate and come up with a viable solution for bridging the gap between administration and their staff.	(a) March '75
	(b) Communicate & establish common goals.				
	(c) Communicate reasons for actions taken. Insure clear understanding of responsibilities of administration.				

SCHOOL IMPROVEMENT PLANNING COMMITTEE JAMES K. POLK HIGH SCHOOL ATTITUDES

GOALS	ACTION STEPS	RESOURCES NEEDED	FEASIBILITY	PROGRAM RECOMMENDATION	IMMEDIATE SHORT, LONG RANGE
9 - Increase parent involvement in JPHS	(a) Consult with parents on curriculum & other school matters.	(a) SEE	CURRICULUM	DEVELOPMENT &	COMMUNICATIONS
	(b) Subject teachers send periodic progress reports directly to parents.	(b) Postage Permit Form letter Correct Address Addressograph. Efficient system needed.	(b) Fair-Poor	(b) See Action Steps & Resources	
	(c) Increase Parent/Teacher interaction. Parent /Teacher meetings at least twice a semester in small groups so that communication can occur.	(c) Scheduled meetings at night or day with compensated time for teacher. -Training for teachers in dealing with parents Mailing - phones.	(c) - Excellent (See JHS ABC)	(c) Parent/Teacher Call-a-Thon One constant hot line. Investigate Parent Teacher conference for obtaining report card (9th grade parents pilot)	
	(d) Positive reinforcement letters sent to parents.	(d) Form letter Postage	(d) Good	(d) See Action Steps	
	(e) Provide opportunity for parents to become involved in Group Dynamics sessions (poss. with students & teachers)	(e) Trainers -High School parent input & participation	(e) ??		

APPENDIX C

DOLLY MADISON HIGH SCHOOL PROPOSED PLANS FOR CHANGE

DOLLY MADISON HIGH SCHOOL
120 Hanover Street
New York, N.Y. 10081

Sarah Brinski
Principal

Dear Colleagues:

We are pleased to present the recommendations and proposed plans for change as developed by our CBCS School Improvement Planning Committee. This group met on a weekly basis between October, 1974 and January 1975.

During the planning phase the participants identified a number of problems facing the school and systematically catalogued these problems into appropriate subject areas. Sub-committees were created to explore the problems in depth and to propose possible solutions or courses of action. These recommendations were then presented to the committee as a whole for approval. The Planning Committee concluded its work by ranking the recommendations and proposals in order of importance.

The preliminary draft of the school improvement plan was then presented to appropriate bodies within the school. A special faculty conference was held in January to present the plan. The conference allowed time for discussion and written reaction to all or parts of the plan. Subsequently the plan was presented to our Consultative Council, P.T.A. leadership, student organizations, and the NTU chapter.

Upon gaining the approval of these constituencies, it was possible to consider the amount of release time needed for each project. After a series of interviews the release-time personnel were selected, thus setting the stage for the research and development phase of the school improvement process.

It would be impossible to recount the amount of time and energy put into the project by the various participants. The overall commitment to change on the part of teachers, administrators, students, parents, community representatives and CBEC personnel is unprecedented. This wave of enthusiasm has inspired all of us, and in this regard we wish to extend our sincerest appreciation to all those who made the first phase of school improvement a major success.

Sincerely,

Sarah Brinski

Derek Mahoney
CBEC School Improvement Coordinator

SB:DM:em

PERSONS IN ATTENDANCE AT SCHOOL IMPROVEMENT PLANNING COMMITTEE MEETINGS
FALL TERM 1975

TEACHERS

Nick Savalas-Math
Name Withheld-English Sub School
"   "   -Social Studies, Admin. Asst.
"   "   -Spark Coord.
"   "   -English
"   "   -French
"   "   -English Hunter Program
"   "   -Math Senior Advisor
"   "   -Foreign Languages
"   "   -Student Coord.
"   "   -Math
"   "   -Social Studies
"   "   -Accounting, Attendance Coord.
Carly Schuster-Home Economics
Name Withheld-Math Mini School
"   "   -Accounting
"   "   -Biology
"   "   -Art
"   "   -Accounting
"   "   -Science
"   "   -Sec't Studies
"   "   -Accounting
"   "   -English
"   "   -Sec't Studies
"   "   -Science
"   "   -English
"   "   -Chemistry Coord.
"   "   -Social Studies
"   "   -Biology
"   "   -Home Economics
"   "   -Health Ed.

ADMINISTRATORS

Sarah Brinski-Principal
Name Withheld-A.P. Guidance
"   "   -A.P. Supervision
"   "   -A.P. English
"   "   -A.P. Social Studies
"   "   -Teacher in charge of Annex
"   "   -A.P. Accounting
"   "   -A.P. Fine Arts
"   "   -A.P. Boy's Physical Ed.
"   "   -A.P. Math
"   "   -A.P. Nursing

GUIDANCE

Name withheld
"   "

PARENTS AND COMMUNITY

Name Withheld-Parents Assoc.
"   "   Friends of the Annex
"   "   -Yorkville Civic Council
"   "   -N.Y. State Employment Service
"   "   -Connect
"   "   -Connect
"   "   -N.Y. State Employment
"   "   -School Volunteer Prgm.
"   "   -St. James Church
"   "   -School Volunteer Prgm.
"   "   -Social Worker N.Y. Hospital
"   "   -Vice President PTA
"   "   -Community
"   "   -Civic Council
"   "   -Dr. Connect
"   "   -Yorkville Civic Cl.

STUDENTS

Name Withheld-Twelveth Grade
"   "   -Twelveth Grade
"   "   -Eleventh Grade
"   "   -Twelveth Grade
"   "   -Eleventh Grade
"   "   -Eleventh Grade
"   "   -Twelveth Grade
"   "   -Twelveth Grade
"   "   -Twelveth Grade
"   "   -Twelveth Grade
"   "   -V.P. Senior Class
"   "   -Twelveth Grade
"   "   -Senior Class
"   "   -Eleventh Grade
"   "   -Eleventh Grade
"   "   -Yearbook Editor
"   "   -President of S.G.O.
"   "   -Assoc.-Treasurer
"   "   -Eleventh Grade
"   "   -Eleventh Grade

STUDENTS (Continued)

Name Withheld-Senior Class
" " -Student Aide in English
" " -Twelveth Grade
" " -Tenth Grade
" " -Eleventh Grade
" " -Twelveth Grade
" " -V.P. of S.G.O.
" " -Eleventh Grade

CBEC PERSONNEL

Matthew Grey-CBEC
Alice Falls-Policy Studies in Ed.
Frank Holden-CBEC
Dale Culp-CBEC
Mary Shaffer-CBEC

SCHOOL SECRETARY

Name Withheld

EDUCATIONAL ASST.

Name Withheld

SCHOOL IMPROVEMENT SUB-COMMITTEE STRUCTURE

CURRICULUM DEVELOPMENT COMMITTEE
Chairperson-Name Withheld

STUDENTS ATTITUDE AND PARTICIPATION
Chairperson-Name Withheld

SCHOOL AND COMMUNITY
Chairperson-Name Withheld

DISCIPLINE COMMITTEE
Chairperson-Name Withheld

COORDINATION AND IMPROVED COMMUNICATION
Chairperson-Name Withheld

PERSONS IN ATTENDANCE

CURRICULUM DEVELOPMENT

Alice Falls + thirteen members names withheld

STUDENTS ATTITUDE AND PARTICIPATION

Sarah Brinski + 8 members names withheld

Students

9 members names withheld

SCHOOL AND COMMUNITY

7 members names withheld

DISCIPLINE COMMITTEE

4 members names withheld

COORDINATION AND IMPROVED COMMUNICATION

7 members names withheld

Students

5 names withheld

School and Community

Problems	Objectives	Projects	Responsibility	To Be Completed by:
I. Dolly Madison H.S., in the East 80's is a substantial distance from the Central and East Bricktown communities where its students live. Programs of "Parents Night" & "Parents Afternoon" attract few parents. Parent participation is difficult, and minimal. Typically, the only time parents hear from school personnel is when their child is in trouble. The general consensus of the Improvement Committee is that more effort and more innovative approaches must be discovered to facilitate parent involvement, and to increase communication between the school and parents.	I. To increase parent participation with the school by developing new processes for communication, improving existing ones, and developing new services for parents.	I. A. Plan and conduct "Operation Outreach," a meeting or meetings held in the students' community, to share information about the school	I. A. Released Time Person School Staff	June, '75
		B. Develop workshops for parents on topics of importance to them, e.g. "How to Cope with an Adolescent."	B. Released Time Person	January,'76
		C. Investigate possible in-service teacher training workshops on parent-teacher relations, to include sessions in the students' communities.	C. Released Time Person	January,'76
		D. Create an information and referral service for parents to assist them in locating appropriate agencies for child-related problems.	D. Released Time Person Task Force	Sept., '75
		E. Explore ways to improve Parents Night	E. Released Time Person Task Force	Sept.,'75
II. Community Agencies and businesses effect the lives of our students, yet have little direct contact with the school. This lack impedes the students' education and leaves the school in a more isolated position than is necessary. Locally, the most frequent contact "neighbors" have with the school is problem-filled, resulting from the activities of absent or cutting students who remain on the streets near the school.	II. To develop avenues for greater participation with the school by interested community agencies, industries, institutions and individuals.	II. A. Create a Living Witness Program - where graduates explain and discuss their jobs, careers, or studies with students, both in school and on site.	II. A. Released Time Person Task Force Guidance Staff N.Y. State Employment	Sept.,'75
		B. Establish a "Friends of Dolly Madison" on the model of the "Friends of the Annex," whereby interested members of the school's neighborhood can get involved with projects to improve the school.	B. Released Time Person Community Corporate Represen.	Sept.,'75
		C. Study the creation of an exit counselling and referral service to appropriate agencies for any student who must be discharged from the school before graduation.	C. Released Time Person	January,'76
		D. Establish a program for employer representatives to visit the school to discuss various jobs and careers.	D. Released Time Person Corporate represen. Task Force	Sept.,'75

School and Community - continued

Problems	Objectives	Projects	Responsibility	To Be Completed By:
III. What goes on in classrooms must be more closely linked to what goes on in the community and its institutions. Increased student (and teacher) awareness, concern and actual involvement with the community has a direct and positive effect on their learning, maturity and preparation for entering the world of work.	III. To develop ways in which students and teachers can become more involved with the work of community agencies, institutions and businesses.	III. A. Establish a "Volunteer in Community Agencies" program whereby students would receive course credit for volunteer work in agencies or institutions, related to specific subjects. For example: Students interested in science would work in hospitals, clinics, museums; students with foreign language interest would serve as aides in social agencies with bi-lingual clients. Anticipated outcomes for this program are: vitalized curriculum, increased student awareness of subject's relevance, developing good work habits, career exploration.	III. A. Released Time Task Force Agencies	January,'76
		B. Explore possibility of expanding the New York Hospital Medical program now at the Annex.	B. Released Time	June,'75
IV. We have inadequate information on how parents, agencies and other institutions perceive the school, what their needs are, what contributions they can offer us. Sources of information already exist, but are not being utilized; further sources must be developed. Information must be gathered, then analyzed, for effective planning and programs.	IV. To generate more and better information regarding parent, school, community issues. To improve the flow of information between relevent persons and/or institutions.	IV. A. Conduct a fact-finding survey with representatives of the school's neighborhood, the students' neighborhoods, and the larger community of business and service institutions, in order to identify problems and available sources of assistance.	IV. A. Released Time Task Force Corporate Rep	June,'75
		B. Develop and implement a regular schedule of visits and information exchange with feeder schools and neighboring private schools, in order to communicate our expectations, develop an image as a desirable school to attend and to prevent and resolve problems.	B. Released Time Guidance Staff	Sept.,'75
		C. Improve dissemination of the results of the Consultative Council meetings and other such meetings relating to school-community issues to the entire faculty.	C. Released Time Administration	Immediate
		D. Study ways to meaningfully involve paraprofessionals working in the school on issues of school-community relations.	D. Released Time Administration	June,'75

Curriculum Development

Problems	Objectives	Projects	Responsibility	To Be Completed By:
I. At present, 9th grade students are housed in the Annex, 20 blocks from the Main building. The building is depressing, in poor condition, with few facilities and poorly equipped. Because of its undesirability, usually teachers are assigned there in yearly shifts. Ninth graders are isolated from older students and thus fail to benefit from the influence of more mature peers. There are discipline problems and occasional outbursts of student violence.	I. To research and develop alternatives for utilization of the Annex	I. A. Prepare a feasibility study on potential alternative uses of the Annex facility	I. A. Released Time Task Force	Sept.,'75
II. Student apathy and poor achievement are critical problems. Present course offerings are too limited, fail to adequately represent student cultures and interests, are vague, and fail to offer sufficient opportunities for students interested in career or vocational training. Practical courses must often be sacrificed to meet diploma requirements. The size of the school prevents students from receiving the attention and concern they require. Experience with several programs, e.g. H.S. Equivalency, Nursing, Correlated Curriculum, has demonstrated that if there is a program unity to a student's course work, a group spirit develops within that program, students develop a sense of belonging, and improve in their attendance, interest and achievement.	II. To create a more meaningful academic experience and more supportive and cohesive social groupings fro students, grades 10-12, by relating the content of all subjects to particular interest areas. For example, Art and Music, Business Careers. To develop much greater diversity in course offerings, particularly in career and vocational training, while ensuring that each program offers sufficient preparation for college.	II. A. Research and develop feasibility studies on sub-dividing the school into curriculum focused mini schools, or a multi-unit school: 1) Prepare feasibility study on creation of a Business Preparatory mini-school 2) Prepare feasibility study on creation of an Arts-Humanities mini-school	II. A. Task Force Administration Released Time	Sept.,'75
		B. Develop models of curricula in which each subject's content is relevant to a more general interest area, e.g. Math for art majors.	B. Released Time Task Force Administration	January,'7 and cont
		C. Research the feasibility of expanding the High School Equivalency Program.	C. Released Time Guidance Staff	June,'75
III. The present 9th year curriculum has no overall unity. Students experience the boredom and fragmentation that result from this, compounded by their physical and social isolation at the Annex. Ninth grade is also a crucial time for students to begin exploring career and education opportunities, so that their future course and program decisions in high school and beyond are informed and meaningful.	III. To develop a new and more integrating approach to 9th grade instruction.	III. A. Study feasibility of relocating 9th year students from the Annex to the Main Building	III.A. Released Time Task Force Administration	June,'75
		B. Study feasibility of developing a 9th year core curriculum focused on Career Exploration	B. Released Time Task Force Administration	June,'75

Coordination and Improved Communications

Problems	Objectives	Projects	Responsibility	To be Completed by:
I. Presently, when students are being programmed their up-to-date record of courses taken and requirements completed is not available. Efficient programming is hindered by a number of factors: incorrect or incomplete information, severely overburdened staff, changes in course offerings, and student transfers. In addition, students are often in error as to sound program choices.	I. To improve the availability and accuracy of student record information	I. A. Revise guidance forms to include up-to-date record of all courses student has taken.	I. A. Release Time Person Guidance staff	Sept. '75
		B. Revise report card format so that it includes the number of credits each student has accumulated to date.	B. Release Time Person Administration	Sept. '75
II. There is no adequate way for students, particularly new ones, to receive accurate and useful information concerning the school and graduation requirements. Counselors and grade advisors are overburdened and cannot meet all individual demands. Large assemblies fail to impress the information on students. Well-trained peer counselors would be able to give valuable and necessary information in a more meaningful way, while also fostering greater interaction among students.	II. To create means for better and more accessible information for students, concerning school and graduation requirements. To create a peer-counselling program.	II. A. Develop a "Big Brother & Sister" program by: Recruiting and training 50 responsible juniors this Spring to act as peer counselors next Fall. Issue service credit for participation as a Big Brother or Sister.	II.A. Release Time Person Guidance staff Students	Sept. '75
		B. Create a student information center, manned by trained students.	B. Release Time Person Guidance staff Students	Sept. '75

Student Attitudes and Participation

Problems	Objectives	Projects	Responsibility	To Be Completed By:
I. Presently, the school suffers from a lack of school spirit. There are too few activities to foster that spirit. The lack of extracurricular activities means that students must leave school even when there is no other place they want to be. A successful intramural sports program was abolished due to cuts in teacher time allocations. There is no student newspaper because a previous one did not reflect the interests and backgrounds of the student population. Students and teachers have no vehicle for communicating with one another. Rules and regulations seem too numberous, and students often do not understand them. Students have no share in decision-making regarding curriculum or teachers with whom they will study. The student government is unrepresentative and unresponsive. The present organization has no impact and very few members.	I. To create means for increased student participation in the school and to develop a better school climate to improve student interest, attitudes and contributions.	I. A. Create a student newspaper truly representative of the student population	I. A. English Dept. Students	Immediate
		B. Study creation of a 40 minute counselling period, to be staffed by volunteer teachers. Create a model for a pilot project	B. Released Time Person Task Force, Guidance Student Coordinator	June,'75
		C. Develop an after-school intramural sports program.	C. Released Time Person Student Coordinator	Immediate
		D. Create plans for a student lounge to be used for recreation and information dissemination	D. Student Coordinator Task Force	June,'75
		E. Study impact of playing music over P.A. system before school, during lunch and between classes.	E. Student Coordinator Task Force	June,'75
		F. Have all P.A. announcements read by students	F. Student Coordinator Administration	Immediate
		G. Improve the decision-making procedures of the Student General Organization (G.O.)	G. Student Coordinator Students	June,'75
		H. Issue G.O. cards to all students. Study ways to invoke student interest in being an active member	H. Student Coordinator Students	June,'75
II. Students who drop out of school too often face either unemployment, drugs or jail. Very few alternatives are open to them. Many, rather than remain unemployed or continue to experience defeat from a hostile urban environment, decide to join the Armed Forces. Regardless of our political feelings, we accept as a reality that the Services attract and offer the potential for advancement for some of our students, and that our failure to acknowledge and use this information means that students leave school who might otherwise be motivated to complete high school and find future employment.	II. To generate interest in staying in school for the significant number of students who drop out and then eventually enlist in the Armed Forces.	II. A. Study the feasibility of implementing a Junior R.O.T.C. program within the school	II. A. Released Time Person Student Coordinator	June,'75

Discipline

Problems	Objectives	Projects	Responsibility	To Be Completed By:
I. Student lateness, absenteeism and cutting are critical problems which directly affect student achievement. Approximately 30% of all students are absent daily. Selective cutting, where students attend some classes and cut others, is a problem; information on this would highlight other problems (e.g. poor teaching, boring content) Present follow-up procedures on student absences and cuts are so delayed that they are ineffective. We acknowledge that poor discipline is a symptom of problems relating to curriculum, teaching, student attitudes and participation, and lack of community involvement. However, the extent of the problem calls for some short-range measures while plans are being implemented which will alleviate the more fundamental causes.	I. To alleviate present discipline problems with short-range administrative measures	I. A. Assign a person or persons to do immediate contact and follow-up with parents of students who are absent, late or cutting	I. A. Task Force Administration	May, '75
		B. Foster student self-discipline by creating routine procedures in every class and ensuring their enforcement	B. Task Force Administration	Sept., 75
		C. Study the availability and feasibility of computer systems and programs for on-going data collection and evaluation relevant to student absences.	C. Task Force Corporate Rep. Administration	Sept., '75

APPENDIX D

SCHOOL SELF-IMPROVEMENT PROJECT SURVEY

Instructions

The first three sections are multiple choice type questions requiring different formats for the answers. The fourth section involves short essays. Be sure to check each question for the necessary instructions. When completed, mail in the enclosed, stamped envelope. Please return the questionnaire even if for some reason you are unable to complete each answer.

I. Background Information

1) Name of your School: ____________________________________

2) What's your connection to the school?

______ Principal

______ Other Administrator: ____________________

______ Renewal Coordinator

______ Teacher

______ NTU Representative

______ Student

______ Parent

______ Representative of a Community Organization

______ Corporate Rep.

______ School neighborhood worker

______ Clerical staff or paraprofessional

______ Other: ____________________

2a) How long have you worked in or been involved with this school? (check one)

_____ 1 year

_____ 2 years

_____ 3 years

_______ 4 years

_______ 5-10 years

_______10-20 years

_______20 years or more

3) James K. Polk, Beacon, Hegewish, and Lincoln High Schools participated in the CBEC "Collaborative Planning Project" until it ended last June, to be replaced by the present "School Self-Improvement Project." Were you personally involved in the "Collaborative Planning Project last year?

_____Yes _______No

II. CBEC School Self-Improvement Project

4) This questionnaire is being sent to people who attended one or more meetings or at least expressed some interest in the CBEC School Self-Improvement Project. If you attended at least one meeting and then chose not to participate in the project, we would like to know why. (Check all that apply)

______ I'm opposed to the whole concept

______ Felt my viewpoint was represented by other members

______ Too many other commitments

______ Not interested in working with the community

______ Nothing encouraged me to stay

______ Didn't see what I would get out of it

______ Didn't think it would accomplish anything

______ Don't like to work with committees

______ Just another committee

______ Meetings were boring

______ People didn't seem to like my point of view

______ People didn't listen to me

______ Didn't think my input was valuable

______ Didn't feel a part of the group

______ Meeting time was inconvenient

______ Other

5) Are you presently involved in the School Self-Improvement Project?

______ Yes ______ No

5a) If yes, in what ways (check all that apply)?

______ Keep in touch with the coordinator but do not attend meetings regularly.

______ I attend all the meetings that I can.

______ I submitted a proposal.

______ I read the minutes of the meetings, but do not attend.

______ I asked for help.

______ I am involved in the activities or one (or more) of the task forces.

______ I have received materials or services.

______ I am a release time teacher.

______ There is no appropriate vehicle.

______ Other.

5b) If no, would you like to become involved again if there were appropriate alternatives? ______ Yes ______ No

6) How did you originally hear about the Self-Improvement Project? (Check all that apply)

______ Coordinator told me about it

______ From a memo or newsletter

______ From the principal

______ Through CBEC

______ Other: ________________

______ From a teacher

______ From a student

______ From a Department Chairman/AP

______ From a friend

7) Why did you decide to participate in the Self-Improvement Project? (Check all that apply)

______ Friends were on the committee

______ Curiosity

______ Wanted to see school problems solved

______ Wanted to improve communications in the school

________ Coordinator asked me to join

________ Wanted to get committee to address needs that I felt were important.

________ I was assigned to be on the committee by my supervisor.

________ I hoped to get release time to work in a project.

________ Principal supported it

________ My job depended upon it

__________ Other: ____

8) Are you on any other school committees now? ______Yes ________No
If yes, please identify them below.

8a) Do you hold compensatory time positions other than release time associated with the Improvement Project?)_____Yes ________No

III. Collaborative Planning

During the Fall term, a series of meetings were held to develop a plan of attack for school problems and needs, and to identify problems and priorities. These meetings were intended to offer maximum opportunity for participation on the part of all those connected to the school. They were know as "Collaborative Planning Meetings." The following questions are designed to help us learn more accurately how people felt about these meetings, and about their possible advantages and disadvantages.

9) Did you participate in the Collaborative Planning Meetings? _____Yes ____No
If no, do not continue. Please place this questionnaire in the attached envelope and drop it in a mailbox. Thank you.

10) Were the meeting places (for collaborative planning) appropriate?

________Yes ________No

10a) no, what places might have been better?

10b) Was the meeting time appropriate? _____Yes _______No

10c) If no, what times might have been better?

11) Do you feel that the Collaborative Planning Committee met:

_______Too often (Check only one) __________Just enough

12) Do you feel that the size of the Collaborative Planning Committee was:

_____ Too large _______ Too small or _______Just the right size

(Check only one)

13) Do you feel that your attendance at the Collaborative Planning Committee meetings interfered with your regular school, or other work, responsibilities (including graduate school) in any way? ____Yes _______ No

If yes, in what way did these meetings interfere with your work?

14) How did the committee identify the needs of the school? (Check all that apply)

_______ Received suggestions from teachers

_______ Received suggestions from committee members

_______ Received suggestions from students

_______ Surveyed the school and community for inputs

_______ Received suggestions from the Consultative Council

_______ Received suggestions from interest groups working on issues

_______ Acted upon the principal's suggestions

_______ Used problems which were identified in the partnership program

_______ Other:____

15) Do you feel that the final Self-Improvement Plan developed by the Collaborative Planning Committee reflected your own views reasonably well?

________Yes _______No

If no, why not?

16) People in groups working on problems act in many different ways. Listed below are some statements which describe some of these different behaviors. Please indicate the degree to which you feel each statement reflects behavior that is appropriate. (Circle the number which best reflects your opinion.)

	Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree
Tell others what you really think of their work.	1	2	3	4	5
Ask others, who seem upset, to express their feelings directly.	1	2	3	4	5
Always ask "Why?" when you don't know.	1	2	3	4	5
Avoid disagreement and conflict whenever possible.	1	2	3	4	5
When you are making a decision, ask the people who will be affected by the decisions.	1	2	3	4	5
Question established ways of doing things.	1	2	3	4	5
Be concerned about other people's problems	1	2	3	4	5
Only make a decision after everyone's ideas have been fully heard.	1	2	3	4	5

	Strongly Agree	Generally Agree	Neutral	Generally Disagree	Strongly Disagree
Express your point of view when you disagree with someone.	1	2	3	4	5
Stick to the logical merits of the case in any discussion	1	2	3	4	5
Push for new ideas even if they are vague or unusual.	1	2	3	4	5
Ask others to tell you what they really think of your work.	1	2	3	4	5
Trust others not to take advantage of you.	1	2	3	4	5
Try out new ways of doing things, even if it is uncertain how they will work out.	1	2	3	4	5
Use formal voting as a way of making decisions in groups.	1	2	3	4	5

17) In general, how much influence do you think each of the following groups or persons had in the development of the "Self-Improvement Plan" for your school? (Circle the number which best reflects the level of influence of each group)

	None	A little	Some	Considerable	A great deal
Central school board	1	2	3	4	5
Community school board	1	2	3	4	5
Central Board of Ed. Administrators	1	2	3	4	5
Principal of your school	1	2	3	4	5
You-- yourself	1	2	3	4	5

	None	A little	Some	Considerable	A great deal
A small select group of teachers	1	2	3	4	5
Teachers, in general	1	2	3	4	5
Parents	1	2	3	4	5
Students	1	2	3	4	5
NTU Chapter	1	2	3	4	5
Central NTU	1	2	3	4	5
Consultants	1	2	3	4	5
Guidance personnel	1	2	3	4	5
PTA	1	2	3	4	5
Coordinator	1	2	3	4	5
Moderator	1	2	3	4	5
Departmental Assistant Principals	1	2	3	4	5
Admin. Assistant Principals	1	2	3	4	5
C.S.A.	1	2	3	4	5
Community groups	1	2	3	4	5
CBEC Staff	1	2	3	4	5
Business community	1	2	3	4	5
Others:________	1	2	3	4	5

18) How much influence do you think these groups or persons ought to have had in developing your school's "Self Improvement Plan?" (Circle the number which best reflects the level of influence of each group)

	None	A little	Some	Considerable	A great deal
Central School Board	1	2	3	4	5

7

	None	A little	Some	Considerable	A great deal
Community School Board	1	2	3	4	5
Central Board of Ed. Administrators	1	2	3	4	5
Principal of your School	1	2	3	4	5
A small select group of teachers	1	2	3	4	5
Teachers, in general	1	2	3	4	5
Parents	1	2	3	4	5
Students	1	2	3	4	5
NTU Chapter	1	2	3	4	5
Central NTU	1	2	3	4	5
Consultants	1	2	3	4	5
Guidance Personnel	1	2	3	4	5
PTA	1	2	3	4	5
Coordinator	1	2	3	4	5
Moderator	1	2	3	4	5
Departmental Asst. Principals	1	2	3	4	5
Administrative Asst. Principals	1	2	3	4	5
C.S.A.	1	2	3	4	5
Community Groups	1	2	3	4	5
CBEC Staff	1	2	3	4	5
Other:____________	1	2	3	4	5

19) In some schools most of the collaborative planning was accomplished through the use of a small subgroup. While in others, the entire collaborative planning group worked as a unit. In your school what percentage of the time were subgroups used?

Not at all		50-50		Almost exclusively
1	2	3	4	5

19a) Which did you work in most?

_____ Small subgroup _____Entire Collaborative planning group

19b) If most of your work was done in a subgroup, did it have a name?

_______Yes ______No

19c) If yes, please write the name here:_______________________________

20) We're interested in what happened during the Collaborative Planning meetings. Please indicate the degree to which you feel that each of the following statements is either typical or untypical of the meetings you participated in most, whether subgroup or total group.

	Very Typical		Neither Typical Nor Untypical	Very Untypical	
When problems came up in the meetings they were thoroughly explored until everyone understood what the problem was.	1	2	3	4	5
The first solution proposed was often accepted by the group, without considering alternative choices.	1	2	3	4	5
People came to the meetings not knowing what was to be presented or discussed.	1	2	3	4	5
There were many problems which people were concerned about which never got on the agenda.	1	2	3	4	5

	Very Typical		Neither Typical Nor Untypical		Very Untypical
There was a tendency to propose answers without really having thought the problem through carefully.	1	2	3	4	5
The group discussed the pros and cons of several different alternate solutions to a problem.	1	2	3	4	5
There were always new people attending the meetings.	1	2	3	4	5
People commonly brought up extraneous or irrelevant matters.	1	2	3	4	5
Everyone at the meetings had an opportunity to express their ideas.	1	2	3	4	5
Decisions were often left vague.	1	2	3	4	5
Any group member could easily get items on to the agenda.	1	2	3	4	5
People were afraid to be openly critical or make objections.	1	2	3	4	5
People did not take the time to really study or define the problems they were working on.	1	2	3	4	5

	Very Typical		Neither Typical Nor Untypical		Very Untypical
The same few people to do most of the talking during the meetings.	1	2	3	4	5
People hesitated to say everything that was on their minds.	1	2	3	4	5
People frequently interrupted each other or talked about different things at the same time.	1	2	3	4	5
From time to time during the meetings, people would openly discuss the feelings and working relationships in the group.	1	2	3	4	5
All important issues or statements were written on a blackboard or on newsprint and were publicly displayed during the meeting.	1	2	3	4	5
The same problems seemed to keep coming up over and over again.	1	2	3	4	5
People didn't seem to want to get involved during the meeting.	1	2	3	4	5
People attended only a few meetings.	1	2	3	4	5

	Very Typical		Neither Typical Nor Untypical		Very Untypical
Whenever the group was thinking about a problem, at least two or three different solutions were suggested.	1	2	3	4	5
Disagreement between group members was avoided.	1	2	3	4	5
Many people remained silent during the meetings.	1	2	3	4	5
When conflicts over decisions came up, the group did not avoid them, but continued to discuss the conflicts and worked them through.	1	2	3	4	5
The results of the group's work were not worth the time it took to accomplish them.	1	2	3	4	5
People gave their honest opinions about what was happening during the meetings.	1	2	3	4	5
People felt very committed to carrying out the solutions arrived at by the group.	1	2	3	4	5
People felt antagonistic or negative during the meetings.	1	2	3	4	5

	Very Typical		Neither Typical Nor Untypical		Very Untypical
There were splits or deadlocks between factions or subgroups.	1	2	3	4	5
The discussions went on and on without any decisions being reached.	1	2	3	4	5
People felt satisfied or positive during the meetings.	1	2	3	4	5
Silent members were encouraged to share their ideas by the more talkative members	1	2	3	4	5

IV. Overall Reactions

21) Some people probably felt that they benefited personally or learned something from the experience of participating in the "Collaborative Planning Process" and others may have felt that they didn't benefit or learn from it.

What's your view on this issue? Do you feel you've benefited or learned from participating in the "Collaborative Planning Process?" What are your reasons for feeling this way?

22) Some people feel that the continuing "Self-Improvement Project" and the "Collaborative Planning Process" will really help to solve school problems. On the other hand, other people believe that that the continuing "Self-Improvement Project" and the "Collaborative Planning Process" will have little effect in solving school problems.

What's your view on this issue? What effect do you feel the continuing "Self-Improvement Project" and the "Collaborative Planning Process" will have on your school? What are your reasons for feeling this way?

23) The "Collaborative Planning Meetings" were held as a part of the "Self-Improvement Project" in your school. Now that these meetings have ended and the task or project groups have been formed, how would you describe the purpose of the "Collaborative Planning Process?"

Please write a statement below that you feel best represents your opinion about the "Collaborative Planning Process." Write the statement as though you were speaking to a close friend or associate.

24) Overall, what changes would you suggest be made to improve the "Collaborative Planning Process?"

APPENDIX E

DTA FIELD DATA FORM

Page 1 6

Project. 01 Date of event 1 1 2 5 7 5 Recorder 7 4 0 1 0

Schools associated 1 0 0 Event Screening Committee Meeting #

Setting 3 Place 1 1 0 1 Codes for all bits in this event 01041, 74010, 73040, 00101, 00201, 00191, 00161, 00461, 00471, 00481, 00491, 00111, 00151, 00271

Bit Serial	DATA	COMMENT
01	By 2:10 p.m. members of the Screening Committee began arriving in the Improvement Office. While waiting for all members, participants engaged in informal conversations. By 2:20 p.m. most participants had arrived. Participants present in the meeting: Otis, Cohen, Hood, Williams, Watson, Butkus, Santino, Dunn, Moberg, Foresman, Wood and Woznick. 00201, 00191, 00161, 00461, 00471, 00481, 00101, 00491, 00111, 00151, 00271, 00441, 90810, 91910, 01041B	
02	Cohen moderated the meeting. An Agenda was distributed to members. Cohen explained that the meeting would involve the allocation of remaining NIE funds and a Progress Report of Improvement Projects. # 00461, 90810, 90920, 77010, 90300, 91200, 90110,B	
03	The group reviewed the requests of the individual project coordinators. Cohen asked Wood how much money was remaining to be allocated. Wood recommended that the group work on the basis of $3,000. "I would say allocate $2,700 and leave a slush fund to play with." # 01041, 00461, 00101, 90900, 90910, 90810, 09300 B	
04	Group members interacted with each other in trying to determine how much money should be allocated to individual projects. Group members listed priorities and discussed reasons for allocating differing amounts to individual projects. After	

DTA FIELD DATA FORM

Page 17

Project. 0 1 Date of event 11 2 5 7 5 Recorder 7 4 0 1 0

Schools associated Event #

Setting Place Codes for all bits in this event

Bit Serial	DATA	COMMENT
	45 minutes of discussion, the group decided on the allocation of funds. # 91910, 01041, 90810, 90320, 90300, B	
05	The group agreed on the following allocations: Animal World $850 PX Gym 300 Horticulture 1,000 Media 675 Total 2,825 9100, 90300, 91910, B	
06	The decision on allocations was arrived at by members raising their hands. There was one abstention. Hood abstained since she had arrived in the meeting late. # 9100, 90140, 90300, 00441, 90500 B	
07	By 3:10 the group proceeded and status reports were given by Coordinators (Project Managers) of Improvement Projects. # 01041, 90810, 93000, 91200 B	
08	Since the 9th year Mini School Alternative is a proposed Improvement Project, Butkus was required to give a status report. # 00161, 92400, B	

DTA FIELD DATA FORM

Page 18

Project. 01 Date of event 1 1 2 5 7 5 Recorder 7 4 0 1 0

Schools associated 1 0 0 Event Screening Committee #

Setting 3 Place

Codes for all bits in this event

Bit Serial	DATA	COMMENT
09	Butkus explained to the group that he had quit as Project Director Coordinator. Many members already knew that Butkus had quit. Butkus explained that he did not want to participate for personal reasons. Otis responded, "I'm concerned at the level at which its personal. You owe us something. Is it a situation where you don't think it will work?" # 00161, 91200, 90600, 90500, 00151, 90810, B	
10	Butkus responded, "I'm committed to alternative education, but the perfect model in Poe Dunck, Iowa will not work here in New York. The personal reason, I'm just tired, that's why I gave up the Student Organization." # 00161, 90810, 91600, 92400, C In instituting change projects in schools, school people must decide to what extent a specific model is applicable and viable given their particular school environment.# 92400, 90810, B Dennis responded, "If the model was all white why did you go look at it?" Wood stated that there were certain things in the model that could work and certain things that couldn't work. Wood added, "For example the deal model requires total parental involvement." Dennis asked, "Couldn't you have found it out before you went?" There was no response. 00481, 00101, 90810, 91800, 90500, C	

DTA FIELD DATA FORM

Page 19

Project 0 1 Date of event 11 25 75 Recorder 7 4 0 1 0

Schools associated 1 0 0 Event #

Setting Place Codes for all bits in this event

Bit Serial	DATA	COMMENT
	Dennis seemed very upset and perturbed.#	
	90800, 91600, 00481, C	
	Dennis seems to be a very political community representative. She also strikes me as a very conscious Black woman. Her views as a Black woman are extremely relevant to the needs of minority group students.# 00481, 90800, 91800, 2001, B	
12	Wood explained that another teacher was being recruited to take over Butkus's place as coordinator. Wood explained that the first task would be to identify students. #	
	00101, 00991, 91200, 20001, C	
	In many occasions I question the relevance of change projects developed by a majority of white middle class teachers which are supposed to be be attuned to the needs of minority students.#	
	74010, 90810, 91800, 91810, 92400, B	
13	The group began to discuss the identification of students. Group members engaged in side conversation. Cohen banged on the table with his hand for attention. Wood intervened, "I want to go around the table and get people's feeling on the proposal." Group members expressed their feelings. #	
	01041, 20001, 90140, 91910, 00461, 9110, 00101, 90810, 90820, 91600, 91610, B	

DTA FIELD DATA FORM Page 20

Project 01 Date of event 1 1 2 5 7 5 Recorder 7 4 0 1 0

Schools associated 1 0 0 Event #

Setting Place Codes for all bits in this event

Bit Serial	DATA	COMMENT
14	Dennis, "In one way I'm disgusted. I think everyone is working on the same hand-picked kids." Wood, "If we pick up a core group of kids are you in favor?" # 00481, 00101, 90810, 91600, 20001, 93050, C Dennis suggests that most projects are designed for students that will be successful anyway. # 00481, 90810, 20001, 93050, B	
15	Dennis responded, "Yes, but not selected by the usual methods." # 00481, 90810, 90100, C Dennis seems to suggest that the usual method is to select students that are in school and involved, not the students that hangout. # 00481, 90100, 20001, 93080, B	
16	Otis, "I'm concerned with the identification, not if you are encouraging the success factor." Hood responded, "I'm for alternative education, so much that my alternative education approach would be to shut down the school altogether. That's how radical I am. The alternative school should address kids on the street, not the kids with potential." # 00151, 00441, 90810, 92400, 90140, 91610, 20001, 91840, 93000, 90820, B	

DTA FIELD DATA FORM

Page 21

Project. 01 Date of event 11 25 75 Recorder 74010

Schools associated 100 Event ____ #

Setting __ Place ____ Codes for all bits in this event ____

Bit Serial	DATA	COMMENT
17	Most remarks by teachers were similar in terms of the population to be addressed by the proposed Alternative school. # 01014, 91300, 90810, 90820, 93000, 93050, B	
18	At 3:40 p.m., Otis recommended that the group table the discussion and the remaining agenda items until the next meeting. A tentative date was set for the next meeting. The meeting ended at 3:45 p.m. # 00151, 91910, 90810, 90820, 90900, 90910, B	
19	After the meeting Dennis and Hood came over to me and began talking in an informal manner. Both Dennis and Hood are the only two Black members on the committee. # 00441, 00481, 74010, 91300, 01041, 91800, B	
20	Dennis and Hood stated they were disgusted with the fact Butkus had gone to Boston to look at a white model and try to apply it to Polk H.S. # 00441, 00481, 92400, 00161, 91610*	

SUMMARY REPORT OF SURVEY FEEDBACK AT JAMES K. POLK, LINCOLN, AND BEACON HIGH SCHOOLS

Action Research Summary Report, 1975-76

BACKGROUND

1. Synthesis of goals for Self-Improvement contributed by Model Team, Coordinators, school Self-Improvement Committees:
    - a. Innovative Projects.
    - b. Developing a capacity for participative problem solving.
2. Measurement:
    - a. Approximately 25 interviews/school with participants and non-participants, teachers, administrators, students, parents.
    - b. Participants observations.
3. Feedback to schools aimed to contribute to planning for improved methods.
4. Research entry: Model Team, Research Team, Coordinators, Principals, Self-Improvement Committees;
   Three schools volunteered (Polk, Beacon, Lincoln)

GOAL 1: INNOVATIVE PROJECTS

Lincoln:

- a. Considerable investment in enriched programs through hardware: Mimeo communications center for newsletters, video t.v. recorder for social studies classes, cameras for retarded class, cameras for class to photograph elderly in rest home, etc.
- b. Curriculum work: Successful social studies curriculum written in Spanish used by several classes and teachers, 9th grade science curriculum, etc.
- c. Career office--refunded from Collaborative Planning days with released time; Hansel interviews 600 kids and does career day for over 2000 kids and provides information.

Beacon:

- a. 15 curriculum projects since last summer, 4 have involved several teachers, only one was not implemented, a couple are on a tax levy, Luigi revised curriculum for entire English department!

b. Automated attendance/cutting information system still supported by released time since Collaborative Planning days, now on computer on special R & D grant.

c. Call-up program supported by money to hire aides to follow-up absent kids.

d. Other curriculum projects: Innovative speech and communication curriculum involving several teachers, practical secretarial studies curriculum.

Polk:

a. Learning community for ninth grade--excellent attendance, teachers overworked.

b. Media center--good visibility school-wide.

c. Horticulture--plants, plants, kids!

d. Animal world--skunk and friends.

e. Bilingual keypunch course.

Summary:

These are the highlights. There are many more projects not mentioned here. Several of these projects were thoroughly planned, highly developed, sophisticated projects which affected hundreds of students in each school and in some cases over a thousand.

GOAL 2: COLLABORATIVE PROBLEM SOLVING PROCESSES

What's been effective:

1. Clear committee structures, responsibilities, decision-making and meeting routine.
2. Careful proposal writing through clear guidelines and help from coordinator.
3. Careful proposal consideration by committees.
4. Implementation facilitated by program review meetings, contact with chairmen, and help from coordinator.

5. Principal involvement in various roles: motivator, political supporter, meeting facilitator, linker to other groups, sharer of decisions.

6. Coordinator functions: creator of structures, manager of project (MBO, etc.), politically overcoming obstacles, motivator, consultant on proposal writing, consultant on group dynamics, conflict manager, accountant, secretary.

7. Released time--has stimulated people to work overtime, get more than double time in return.

8. Stipends--have permitted people to put in thought-time during summer and when there was no more released time.

9. R & D budget--stimulus to innovation!

10. Survey feedback--diagnostic tool; used with Lincoln cabinet twice, this research feedback to the three schools, student survey feedback at Lincoln (100 interviews done) and Beacon (questionnaire almost ready for distribution to other students).

11. Evaluation-- a. Self-evaluation by project people; b. Coordinator consultation with project person; c. Program review meetings on projects; d. Pre-post rigorous studies--very limited, one example Briggs (Beacon) is studying the question: Does call-up improve attendance, improve grades? e. This is still the weakest area of the model.

Some problems:

1. Communication of Improvement activities throughout the school is weak--leads to false notions and resentment.

2. Most people in Improvement committees did not see purpose of Improvement to improve problem solving abilities through participation. (They unanimously, however, recognized the goal of innovation).

3. Very difficult to create new, viable structures.

4. Budget cut hurt morale.

5. Linkage from Improvement to chairmen as a body--weak. (Individual chairmen participate or are supportive).

6. Student involvement--low.

7. Parent involvement--almost non-existent.

8. Participation down this year because this year was time of implementation/consolidation, not broad diagnosis.

9. Difficult to make shift from money-based Improvement model to non-money-based model. Legacy hard to overcome.

VALUE

1. Improvement does help to identify and develop local talent.

2. Money-based R & D model does produce concrete results.

3. Improvement does increase teacher responsibility for school change.

4. In spite of budget cuts--morale booster for some.

5. Intense, thoroughly planned projects are seen as most valuable and do most to enhance the value of Improvement throughout a school.

6. Small, effective projects, e.g. in curriculum are valued by those involved.

7. Sharing planning and decision-making of teachers and administration highly valued.

8. Projects which lead to inter-departmental communication are highly valued.

9. Positive climate of school can provide a comfortable home for Improvement.

10. A climate of a school which is in the process of improving even without Improvement is perhaps the best ideal setting for fast, big action in Improvement. Readiness factor.

11. A negative school climate makes Improvement a difficult task.

12. Publicity on funding sources prevents rumors and avoids criticisms of misrepresentation.

FUTURE

1. Develop Improvement for non-money issues to prepare for possibility of reduced funds and to widen impact.

2. Coordinator as internal consultant.

3. Refine current function by seperating planning/proposal research function from implementation assistance function.

4. Improve communication: Newsletter? Linkage to chairman.
5. Address tenure of coordinator, tenure of committee.
6. Will principal provide units (or fractions) for coordinator/Renewal if budget gets slashed?

Coalition For Business And Education Collaboration

15 Burns Avenue New York, N.Y.

School Self-Improvement Project

Summer Workshop Materials

Organizational Development in Schools

GOALS

1. To create a learning environment and work team organization which will expose members to the basic principles of Organizational Development.

2. To have each member develop a conceptual model of OD as a change strategy.

3. To have each participant experience team membership.

4. To expose members to the essential process elements which must be controlled for successful organizational functioning.

5. To demonstrate the basis of the School Self-Improvement Project within the conceptual framework of OD.

OBJECTIVES

1. To have each work team develop a plan to initiate change in the school based on OD principles.

2. To have individual members and work teams assume responsibility for their own learning.

3. To form 3 work teams in which each member has an opportunity to receive feedback on his/her role performance.

4. To establish the norm of legitimately examining the process elements within the work teams and the workshop as organization.

5. To have each work team develop its own human resources optimally.

Coalition For Business And Education Collaboration

15 Burns Avenue New York, N.Y.

School Self-Improvement Project

Summer Workshop

Organizational Development in Schools

Agenda

Monday June 30

9:00-9:15	Introduction of week.
9:15-10:15	Presentation: Historical background of organizational development and alternative strategies of changing organizations.
10:15-12:00	Exercise: Form 3 work teams
12:00-1:00	Lunch
1:00-1:30	Work teams: presentation of case
1:30-2:30	Case work in work teams
2:30-3:00	Debrief the day: 3 work teams together

Coalition For Business And Education Collaboration

15 Burns Avenue New York, N.Y.

School Self-Improvement Project

Summer Workshop

Organizational Development in Schools

Case

The Foundation: John Storey, John Barth, Stanley Bishop

The od. (organizational development) team: Each work team.

The Agreement:

I. The Foundation will give each work team the following:

  a. $10,000 per year for 3 years.

  b. 10 periods of released time per year for 3 years.

  c. One process consultant to help it do its work (i.e. Barth, John and Stan) for the next 4 days.

II. The ad hoc od. team will develop itself as a working unit addressing 4 fundamental od dimensions of team building: goals, roles, decision-making and interpersonal relations.

III. The ad hoc od. team will develop a planned methodology for improving the school addressing the Basic OD. Principles. It will...

  a. Create a structure for a formal od. committee to do the planning which represents teachers, students, administration, parents, community groups, the union, the principals and the AP's.

  b. Create a methodology for the planning committee which addresses the problem of entry and penetration into the school and the problem of existent power relations.

c. Create a methodology for the committee of how it can effectively diagnose the problems for the school, set priorities and agree on goals for the school.

d. Create a decision-making structure and process for the planning committee to use. The ad hoc od.team may choose to up this structure with the specific example in mind of choosing areas to research and develop and personnel to perform the research and development. (see item "e".)

e. Develop a methodology for applying its resources to testing its plans through research and development.

f. Develop a plan of how the od.functions of the new planning committee can be integrated into the life force of the school after the Foundation resources are exhausted.

g. Present all plans to the Foundation and other ad hoc od.teams.

MOTIVATING SUBORDINATES

(Two Sets of Assumptions About People)*

	Traditional (X)	Potential (Y)
1.	People are naturally lazy; they prefer to do nothing.	People are naturally active; they set goals and enjoy striving.
2.	People work mostly for money and status rewards.	People seek many satisfactions in work: pride in achievement; enjoyment of process; sense of contribution; pleasure in association; stimulation of new challenges, etc.
3.	The main force which keeps people productive in their work is the fear of being demoted or fired.	The main force which keeps people productive in their work is desire to achieve their personal and social goals.
4.	People remain children grown larger; they are naturally dependent on leaders.	People normally mature beyond childhood; they aspire to independence, self-fulfillment, responsibility.
5.	People expect and depend on direction from above; they do not want to think for themselves.	People close to the situation see and feel what is needed and are capable of self-direction.
6.	People need to be told, shown and trained in proper methods of work.	People who understand and care about what they are doing can devise and improve their own methods of doing work.
7.	People need supervisors who will watch them closely enough to be able to praise good work and reprimand errors.	People need a sense that they are respected as capable of assuming responsibility and self-correction.
8.	People have little concern beyond their immediate, material interests.	People seek to give meaning to their lives by identifying with nations, communities, churches, unions, companies, causes.
9.	People need specific instruction on what to do and how to do it; larger policy issues are none of their business.	People need ever-increasing understanding; they need to grasp the meaning of the activities in which they are engaged; they have cognitive hunger as extensive as the universe.

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*Taken from McGregor, Douglas. The Human Side of Enterprise. McGraw-Hill, 1961, and Lecture by Goodwin Watson in Reports of National Training Laboratories Key Executive Conference, 1961.

Motivating Subordinates (Continued)

10.	People appreciate being treated with courtesy.	People crave genuine respect from their fellow men.
11.	People are naturally compartmentalized; work demands are entirely different from leisure activities.	People are naturally integrated; when work and play are too sharply separated both deteriorate; "The only reason a wise man can give for preferring leisure to work is the better quality of the work he can do during leisure."
12.	People naturally resist change; they prefer to stay in the old ruts.	People naturally tire of monotonous routine and enjoy new experiences; in some degree everyone is creative.
13.	Jobs are primary and must be done; people are selected, trained, and fitted to pre-defined jobs.	People are primary and seek self-realization; jobs must be designed, modified and fitted to people.
14.	People are formed by heredity, childhood and youth; as adults they remain static; old dogs don't learn new tricks.	People constantly grow; it is never too late to learn; they enjoy learning and increasing their understanding and capability.
15.	People need to be "inspired" (pep talk) or pushed, or driven.	People need to be released and encouraged and assisted.

Pseudo-solution:

Two kinds of people: the elite with intelligence, ambition, creativity (like us) are Y; the masses are X: lazy, irresponsible, interested only in money, needing direction, etc.

The self-fulfilling prophecy:

People in some organizational settings become X-minded. If treated as inferior, lazy, materialistic, dependent, irresponsible, etc., they become so.

People in different organizational settings become Y-minded. If treated as responsible, independent, understanding, goal-achieving, growing, creative people, they become so.

Basic OD Principles

1. Organisation is a System of Interdependent and Interacting parts.

2. The nature of man is to drive for personal growth if provided with an environment that is both supportive and challenging.

3. Organisation belongs to all its members including its clients and they should be involved in its functioning - client ownership.

4. Participation in Decision-Making. Those who will have to implement should have voice. Locate decision near source of information.

5. OD interventions are based on experiential types of learning activities.

6. OD reflects concern with people as well as with products or tasks and attempts to mesh both.

7. Trust, risk-taking, and openness, all necessary for good communication are basic norms.

8. High collaboration and low competition, both intra- and intergroups are essential.

9. Conflict is a natural state of affairs; must be brought out and managed to have effective decisions.

10. Most work must be done with real groups doing real work.

11. Impetus and direction for change must come from the client.

12. A healthy organization is continually self-renewing, re-defining its own goals, using its own resources, and monitoring its own progress through built-in feedback mechanisms.

The Management of Conflict;

The Perspective of Organizational Development in Schools.

I. Sources of conflict.

- A. Differentiation of function: members of different constituencies have different sets of attitudes about the same things.
- B. Power struggles: people and groups compete for scarce resources.
- C. Role conflict:
  1. Expectations of one role may vary by those different people who relate to it.
  2. One person may hold two or more roles in conflict.
- D. Stress from without:
  1. The school is the victim of external social, political and economic pressures.

II. Whether to manage conflict and to what extent.

- A. Interdependence:
  1. Do the conflicting parties need to work together to accomplish an important piece of work for the district?
  2. If they must collaborate to get the work done then the OD problem solving approach should be employed.
- B. Creative tension vs. destructive conflicts:
  1. Change produces tension.
  2. Foster creative tension and resolve destructive conflicts.

III. Levels of analysis in conflict management.

- A. Intrapersonal conflict.
- B. Interpersonal conflict.
- C. Organizational conflict.
- D. Interorganizational conflict.

IV. Organizing for conflict resolution.

- A. Special roles.
- B. Special structures.
- C. Special procedures.
- D. Special strategies and techniques.

V. **Basic ingredients**

A. Mutual motivation to manage the conflict.

B. Power equalization.

C. Diagnose the substance of the conflict.

D. Diagnose the emotions.

E. The protagonists must strive for agreement with diagnosis.

F. Plan for action.

FORCE FIELD ANALYSIS

One way to think about a problem is to regard it as a product of forces working in opposite directions. While in actual situations the forces at work operate from many different directions, at different strengths, and with varying degrees of interrelationships, one can simplify the analysis of a situation by thinking of the forces as operating in opposite directions-- those forces operating to improve the situation and those forces operating against improvement. In physics, there is a concept that a body is at rest when the sum of all the forces operating upon it is zero. The body will move in a direction determined by the unbalancing forces. This concept can be applied to a situation involving human factors, for example, the production level of work teams in a factory, which often is constant (within small limits) around a certain level. The level stays reasonably constant because the forces tending to raise the level are just counteracted by forces tending to lower the level.

Among the forces tending to raise the level might be:

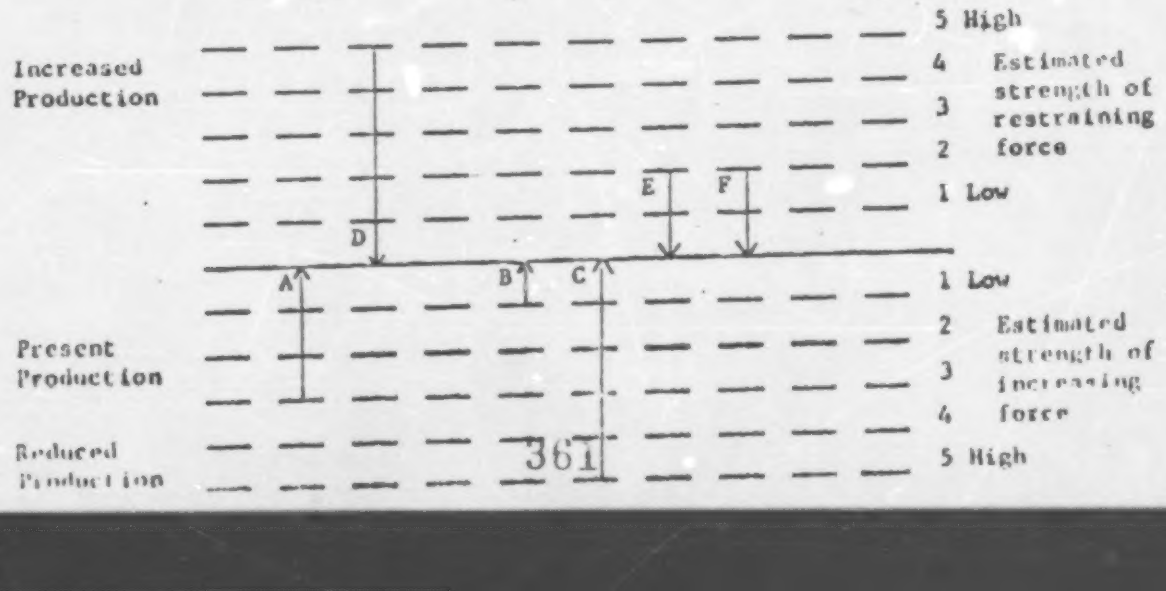
A) pressures from the supervisors to produce more;
B) the desire of some team members to earn higher incentive payments;
C) the team's desire to compete with other teams.

These forces, and any like them, will be called the increasing forces.

Among the forces that tend to lower the level of production (which will be called the restraining forces) might be:

D) lack of interest in working harder;
E) dissatisfaction of team members with supervisors;
F) poor maintenance of machinery.

As in the case of the example from physics, the balance of increasing and restraining forces determines the fate of the production level of the factory work teams, even though here the "bodies" being acted upon are human beings, i.e., the performance of a group of people. Forces need not be of the same magnitude. As can be seen from the following diagram, the level of production in a factory work team can be analyzed in terms of a series of opposing forces of varying strength (represented by varying lengths of the arrows). The letters correspond to those given the forces described above on the list of increasing and decreasing forces.



Such a diagram is called a FORCE FIELD DIAGRAM. Note that while there is no limit on the number of forces on either side, their algebraic sum will have to be zero if performance is to remain static, positive (in an upward direction) if performance is to increase, and negative (in a downward direction) if performance is to decrease.

This kind of analysis can be applied to a wide range of situations involving people's behavior. For example, suppose you are a member of a group and another member remains silent and uncommunicative. In an effort to understand his behavior better, you might make up a Problem Analysis Diagram, which might look like the illustration below:

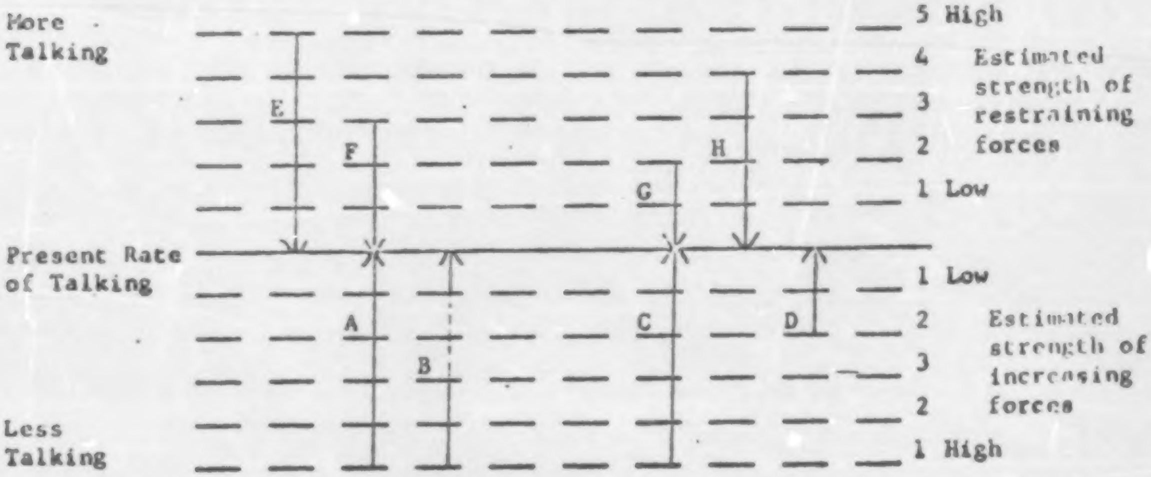
The increasing forces might be:

A) pressure from other group members;
B) rewards given for amount participation;
C) relevant topics he knows about;
D) etc.

The restraining forces might be:

E) desire to avoid hurting other members;
F) fear of retaliation if he does talk;
G) anxiety about exposing himself;
H) etc.

There could be any number of forces, of course, just as the production case, and of varying intensities. As long as the total strength of the restraining forces exceeds that of the increasing forces, however, the group member will reduce the amount of talking he does. He will maintain his rate of talking if the forces match exactly, and increase his rate if the increasing forces outweigh the restraining.


More Talking
5 High
4
3
2
1 Low
Estimated strength of restraining forces
E
F
G
H
Present Rate of Talking
1 Low
2
3
2
1 High
Estimated strength of increasing forces
A
B
C
D
Less Talking

Although specific forces are numerous in number they tend to fall into one of three categories:

(a) *Self* - things that have to do with *me* as an individual;

(b) *Other* - things that have to do with *other* people;

(c) *Environment* - things of a non-personal nature.

For example, a supervisor, diagnosing his group's productivity might list the following three increasing forces:

(a) attempts to motivate my subordinates (Self)

(b) pressure from sales for higher volume (Others)

(c) new automatic equipment (Environment)

People have a strong tendency, when diagnosing problems, to play down (or ignore) the relevance of *themselves* in the situation. When *self forces* are included, they appear most often as *increasing forces*. "Others" and "the environment" are seen as the major restraining forces. People are less likely to recognize the roles *they themselves* may be playing in hindering problem solution.

In order to fully understand this behavior, it is necessary to explore two alternative ways of solving the problem (e.g. getting production to a higher level). One method is to increase the strength of the increasing forces. This has the predictable effect of increasing tension (such as one might experience when pushing a spring) in the system because there will be a tendency for an equal but opposite form to develop on the restraining side. An example here is the supervisor who puts more pressure on his subordinates and gets higher productivity *in the short run* but at the expense of morale, turnover, commitment, etc.

A second method is to eliminate or reduce the strength of the restraining forces. In this way, the equilibrium level will rise to a new higher point without the negative consequences which accompany the first method.

This phenomenon helps to explain people's hesitancy to include themselves as restraining forces when diagnosing problems. For, if the most efficient way to solve the problem is to eliminate the restraining forces, and an individual finds that he (his behavior, attitudes, assumptions) is the most significant barrier to effective problem solution, then *he must change* in order for the problem to be solved.

Finally, there is a tendency when using the Force Field Analysis to assume that every force has a mirror image of opposite sign (e.g. increasing force is my desire to help; decreasing force is my lack of desire to help). This is true in the abstract. If the tool is to be useful in diagnosing a particular problem situation it is important that the *forces which actually are operating in the specific* can be dealt with and not those which might be operating in a situation "like this one."

CRITERIA OF GROUP MATURITY

1. Adequate mechanism for getting feedback:

poor feedback mechanism 1 2 3 4 5 excellent feedback mechanism

2. Adequate decision making procedure:

poor decision making procedure 1 2 3 4 5 excellent decision making procedures

3. Optimal cohesion:

low cohesion 1 2 3 4 5 optimal cohesion

4. Flexible organization and procedures:

very ~~flexible~~ inflexible 1 2 3 4 5 very flexible

5. Maximum use of member resources:

poor useof resources 1 2 3 4 5 excellent use of resources

6. Clear communications:

poor communication 1 2 3 4 5 excellent communications

7. Clear goals accepted by members:

unclear goals not accepted 1 2 3 4 5 very clear goals-accepted

8. Feelings of interdependence with authority person:

no interdependence 1 2 3 4 5 high interdependence

9. Shared participation in leadership functions:

no shared participation 1 2 3 4 5 high shared participation

10. Acceptance of minority views and persons:

no acceptance 1 2 3 4 5 high acceptance

INITIATING AND MAINTAINING PLANNED CHANGE

PLANNING FOR CHANGE

In planning a change in the status quo of a relationship, a program, a procedure, a communications pattern, an organization, or a way of work, the person wishing to initiate the change can improve his change efforts through the application of:

1. a systematic diagnosis of the "system" or "people" or structure to be changed
2. an analysis of the possibilities and limitations for change
3. a development of an action plan for initiating and maintaining the change
4. continuous evaluation and replanning as the change effort progresses.

Administrators and trainers, in planning for changes, frequently tend to move immediately from a superficial diagnosis of a problem to the action steps. Evidence and experience indicate that a more thorough diagnosis of all aspects of the situation to be changed and of the administrator's or trainer's relationship to the situation as an agent of change will produce a more effective result, and fewer tensions in the system will occur.

There are several diagnostic tools available in diagnosing and planning for change. Application of these tools should increase the skills of the administrator in bringing about effective improvement in organizations, groups, and individual relationships.

These tools may be divided into two main categories which may be described as phases in the change process. The first set of phases is related to the diagnosis of the situation; the second set to planning the initiation and maintenance of the change.

DIAGNOSTIC PHASES

1. Defining the change problem:
    a. Determining the "system" (part of the organization, persons, groups, etc.) which is related to the particular problem.

2. Determining the "system's" readiness, capability, and potential for change.

    a. What are the forces for and against the change?

    b. How much change is realistic? Attainable? Practical?

3. Determining the "change agent's" (person initiating the change effort) own resources in helping with the change effort, and his own motivations for initiating the change.

    a. What is his position in terms of power, ability to influence, and his role as perceived by others in the "system"?

    b. What are the several (if there are several and there usually are) reasons for his wanting the change?

        These reasons may be personal, status filling, organizational, professional, communications, etc.

4. What are appropriate change objectives--long and short range?

    a. What should be the immediate targets or objectives?

Given adequate information on these phases, the initiator of a change effort is now ready to start action planning. The issues are:

1. What is the appropriate starting or "leverage" point?

    a. Where does he have the most "leverage" or influence?

    b. Who or what in the "system" is most vulnerable to (ready to accept) the change effort?

    c. Who or what in the system has the best linkage or connection with the rest of the system?

    d. Who in the system is most accessible to the change agent?

2. What is the appropriate change role?

    a. Should the role be that of a

        (1) consultant

        (2) doer

        (3) catalyst, etc.

Initiating and Maintaining
 Planned Change

3. How should the problem be worked on?

   a. As a problem of methods or procedures?

   b. As a problem of communications?

   c. As a problem of power and authority?

4. How can the change be stabilized?

   a. Assuming the status quo is changed, how can the initiator of a change insure the stabilization of the change at a new level?

5. How can the "change agent" terminate the change relationship?

   a. When is the change "completed"?

   b. How does the change agent return to his original role relationship if that is called for?

OPTIMIZING TEAM BUILDING EFFORTS

by Richard Beckhard

The Problem of Energy

A massive amount of human energy in organizations is expended in groups. In addition to the time spent in meetings and exchanging necessary operating information, most management groups and work teams spend a significant amount of time on future planning or improvement planning.

In the truly effective organization most of the energy of the work force would be available for doing and improving the work of the organization.

In trying to move toward this condition organizations devote considerable effort to improving the effectiveness of work teams. For example, such efforts form one of the major foundations in the Blake and Mouton Grid Organization Development Program. The program of Laboratory training is designed to help people improve the effectiveness of their collaborative work in group settings. Many team building efforts conducted by internal and external organization development consultants are aimed at improving the effectiveness and working relationships of work groups.

Team Building For What

In recent years I have observed a number of team development efforts and have lately come to the realization that there may well be a discrepancy in terms of priorities between those in charge of teams engaging in such efforts and those who are facilitating them. Team leaders often see their problems as one of improving work, setting priorities or solving problems. Consultants, trainers and helpers often see the prime purpose of the effort as improving the workings of the group and/or the relationships of its members.

To help understand this further I have developed a classification of reasons why teams or groups meet other than for the sharing of information. These are:

1. To set goals and/or priorities
2. To analyze or allocate the way work is performed
3. To examine the way a group is working: its processes such as norms, decision making, communications
4. To examine the relationships among the people doing the work

All four purposes are usually operating in any team development effort but unless one purpose is defined as the primary purpose there tends to be considerable misuse of energy. People then operate from their own hierarchy of purposes and, predictably, these are not always the same for all members.

In looking at the disenchantment of some managers and leaders with the amount of time spent on team improvement activities in their organizations, I have noted that organization development consultants and trainers are frequently perceived by "clients" or team leaders as having a "universal" rank-order of the four purposes, as follows:

1. Relationships among people
2. The way the group works together
3. The work
4. The goals and priorities

This perception is too often correct since the "orientation" of the OD consultant--his value system and much of his competence--is probably built around helping people work together in groups and is probably less related to the specific mission of an organization. However, if the perception is there on the part of the team leader, there is likely to be a discrepancy between his preferred rank-ordering of priorities and what he perceives as preferences of the consultant.

It has also become clear that team leaders often tend not to be explicit about their own rank-ordering. Therefore, the rank-ordering of the consultant may well be the controling factor in a team development effort. This is reinforced by the "client's" perception that the OD specialist is the expert. Where this occurs the team leader tends to lean on the consultant for expert guidance and, in some cases, to give up his own responsibility for the effort.

Some Conditions for Effective Team Building

From these observations, I have developed a set of guidelines for team-development:

1. The primary goal of a team development effort must be explicit and articulated.

2. This primary goal must be owned by the leader of the group and understood (hopefully agreed to) by the members of the work group.

3. The leader's goal should be the condition within which third parties (consultants) work. In other words, the primary purpose is defined by the leader who sets the agenda and activities of the meeting.

4. If the consultant is working with a team, he should help the leader be explicit in defining and sharing the primary purpose.

5. All four goal categories will likely be dealt with in a particular activity but only as appropriate in relation to a primary purpose.

A Model for Team Building Activities

The following model examines for each of the four primary purposes (setting goals or priorities, the work, the way the group works, relationships within the group), four dimensions which should be considered:

1. Leader behavior
2. Member behavior
3. Outcomes
4. Third party or consultant behavior

I will describe each of these dimensions in relation to each of the primary purposes, and follow the description with a case illustration.

Primary Purpose--Setting Goals or Priorities

Leader behavior issues

1. Are the work goals a "given" (the Leader's) or are they to be decided by the group?

2. Are the priorities a "given" or to be decided by the group?

3. How much freedom does the leader wish others to have in determining the agenda?

4. To what organization conditions, other goals, policies, etc., must these goals or priorities be related?

5. What preparation is necessary in order to optimize use of the resources of the members at the activity?

6. What are the leader's specific hoped-for outcomes for this meeting?

Member behavior issues

1. What behavior is expected from members around the task? Understanding? Decision Making? Agreement to implement? Action plans?

2. What data is needed during the meeting--effects of alternative goals or priorities on members' work and the work of the suborganizations?

Outcome issues

1. What is required from the meeting--a new statement of goals or priorities? Agreement to develop one?

2. What action plans and responsibilities for carrying out meeting outputs should be developed?

3. How will assignments of responsibilities be made?

4. What kind of feedback and checkpoints are or should be available?

Third party behavior behavior issues

Some of the questions that might be asked by a facilitator concern:

1. Clarity of the goal-agreement on priorities
2. How much people are understanding each other
3. Clarity of the ownership of goals
4. The awareness of consequences
5. Commitment to action

TYPES OF INTERVENTIONS

(a) Discrepancy. This intervention calls attention to a contradiction in action or attitudes. This kind of confrontation is useful for keeping the organization on a new course defined in Phase 4, rather than allowing it to shift unwittingly into old and less satisfactory behavior patterns, due to momentary pressures.

(b) Theory. A second kind of intervention is where a confrontation draws on behavioral science concepts and theory to throw into bold relief the connection between underlying assumptions and present behavior. In addition, theory sometimes can be useful in predicting the consequences likely to follow from embarking on any specialized course of action.

(c) Procedural. A critique of how various steps of effort in organization development activities may or may not aid problem solving.

(d) Relationship. This kind of intervention focuses attention of participants on issues which arise between people as they work together. It is needed to reduce or to eliminate interpersonal frictions. With this focus of attention on personal feelings, particularly strong negative tensions which hinder coordinated effort, emotions can be examined and resolved.

(e) Experimentation. Another intervention involves experimentation which permits testing and comparing two or more courses of action before a final decision is taken, particularly when the way to proceed has become institutionalized or tradition-bound.

(f) Dilemma. A dilemma intervention, which aids in accurately identifying a choice point in managerial actions, often can help members re-examine outworn assumptions and search for alternatives other than those under consideration.

(g) Perspective. Many times in the intensity of the effort applied in production settings, it seems almost inevitable that individuals or teams will lose their sense of direction. Thereafter, it is increasingly difficult to reestablish a course of action which can move the situation away from momentary problem solving toward larger issues. A perspective intervention permits present actions to be evaluated by providing a background of broader historical orientation.

(h) Organization Structure. It is possible to think of many organization development efforts which leave the very structure of the organization unevaluated and unexamined. Students of organization change are correct in pointing out that many causes of organizational effectiveness are not found in procedures or team effectiveness or even in the absence of performance goals. Rather, the fabric of the organization itself can prevent communication, decision making and the application of effort from being as effective as it might be under different organizational arrangements. An organizational intervention focuses on issues which confront the total organization membership or its various sub-components.

(i) Cultural. A "cultural" intervention examines traditions, precedents and established practices which constitute properties of the organizational fabric itself. Challenging the appropriateness of organization culture is difficult, because it permeates actions in such a salient way. Yet, the great challenge is to bring organization culture under deliberate management. The intervention which lifts up culture for examination may indeed be one of the most critical of all.

Notes on Coordinators' Open Systems Planning re: Role of Improvement Coordinator and Improvement Assistant

Step 1 Core Mission - to work through with groups and individuals to implement the Renewal model as described below:

High School Self-Improvement Project's Definition of Improvement

IMPROVEMENT (Organizational Development) is the application of the behavioral sciences by a school toward a continuous, systematic, problem solving process of change designed to more effectively meet the needs of students and staff utilizing participative methods wherever feasible with the help of both internal and external consultant/facilitators. The objective is to provide an environment within which the pervasive desire for Improvement can be supported and the natural creativity of a high proportion of teachers and students can be released. Our approach to Improvement involved the ongoing sequential movement through the following phases:

1. Entry: involves selecting a client or client organization through the negotiation of a continual focusing on if and to some degree, how succeeding stages of the planned change process will be carried out.

2. Diagnosis: includes data collection, problem identification and analyses using a carefully designed approach or method.

3. Planning: uses the analyses from the diagnostic phase to establish specific objectives, identify resources and select from alternatives the most appropriate strategy for change.

4. Research and Development: is the active collection of information, testing, and modification of a plan toward maximum effectiveness.

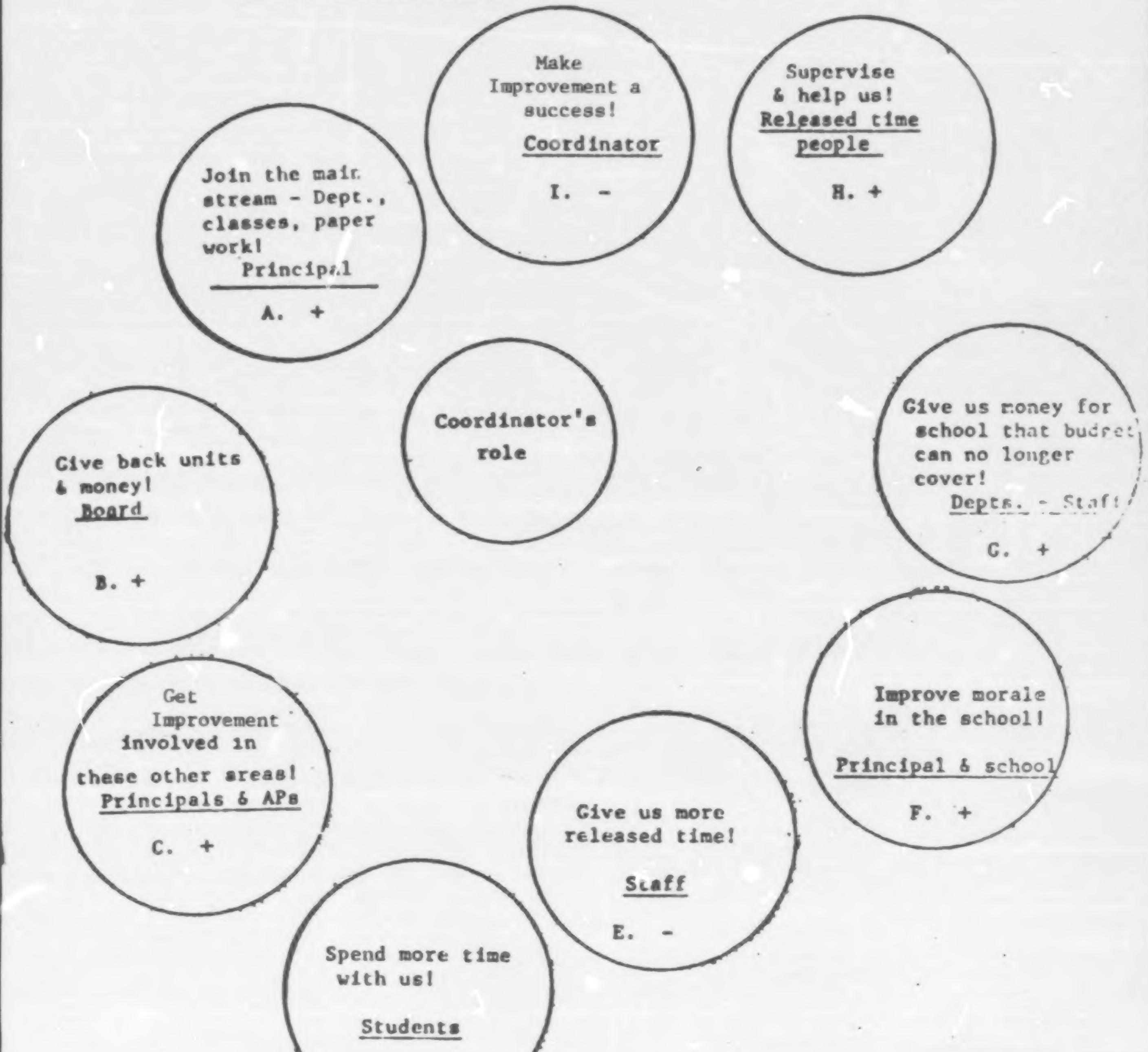
5. Implementation: involves putting the plan which has undergone research and development into effect.

6. Evaluation: is the ongoing assessment and modification of a plan in terms of the overall objectives established during the contract negotiations in the entry step. Depending upon the results of the evaluation you may go back to a preceding step to gather more data, plan and implement a new intervention, negotiate a new contract, or terminate the contract.

An integral part of each phase is DECISION MAKING. This involves a specific process for selecting a course of action from among alternatives using an explicit process and criteria.

There are a number of options of specific activities or interventions available for each phase. The choice of particular activities depends upon the specific needs at any given time for a particular school, and must be made in conjunction with the principal and others whom he or she designates from that school. A wide range of options and guidelines regarding their use are being developed by the Model Team as the project evolves. We feel that this will be helpful for schools to decide which activities might be most appropriate and useful for them in a particular phase.

Step 2 Highlight of Domain Map (forces or pressures acting upon coordinators' role) plus expected direction regarding intensity for Sept. 76.


Make Improvement a success!
Coordinator
I. -
Supervise & help us!
Released time people
H. +
Join the main stream - Dept., classes, paper work!
Principal
A. +
Coordinator's role
Give us money for school that budget can no longer cover!
Depts. - Staff
G. +
Give back units & money!
Board
B. +
Improve morale in the school!
Principal & school
F. +
Get Improvement involved in these other areas!
Principals & APs
C. +
Give us more released time!
Staff
E. -
Spend more time with us!
Students
D. 0

Step 2. Demands (Pressures)	Expected Intensity in Sept.	Step 3. Current Responses to Pressures	Step 4. Ideal Responses to Pressures
A. Join the main stream	+	Do it or finesse around it	Don't teach - full time Renewal
B. Give back units & money	+	Give us more units	Here's more - use it.
C. Get Improvement involved in these other areas	+	OK - Accomodate them - work harder	Get involved here
D. Spend more time with us	0	Put them first - delay others	No class - involve us in Improvement
E. Give us more released time	-	Defer it to committee etc.	More demands
F. Improve morale in the school	+	Role model=business as usual, participation in decision making	Diminished pressure - Improvement helping - keep it up
G. Give us money for school that budget can no longer cover.	+	Defer - Guidelines	Not necessary
H. Supervise & help us	+	Meet with them, pass on to APs.	Supervise them
I. Make Improvement a success	-	Work harder - intensity, extra hours, acquire new skills	More motivation

Step 5. Possible New Responses to Anticipated Demands

A. Join the main stream!

1. No – CBEC pressure
2. No – mandate from the Board
3. No – refuse assignments
4. No – NIE pressure
5. Individual school determination
6. Volunteer to do it
7. Change role of coordinator
8. Outside funds
9. Upgrade position – to line position
10. Other

Next Steps

1. For each of the other 8 anticipated demands a list of new responses must be generated.
2. For each anticipated demand the responses must be analyzed against cost, both physical and emotional, and a response(s) chosen.
3. For each response(s) chosen a strategy(ies) must be designed for implementation.

See you on the 20th at 1:00 at CBEC, 18th Floor

JOB DESCRIPTION AND QUALIFICATIONS FOR EDUCATIONAL IMPROVEMENT COORDINATOR POSITION

The Educational Improvement Coordinator will be selected by, report to, and be supervised by the Principal of the school, in accordance with the personnel policies of the school system. An Improvement assistant (school aide) will report to the Coordinator. The Coordinator, along with an appropriate Assistant Principal, will play a major role in administering Released-Time positions and the Research and Development budget allocated to each school by the Division of High Schools. The Coordinator's recommendations will be subject to the final approval of the Principal.

Primary Responsibilities

The initiation, administration, and coordination of planning, development, implementation and evaluation of projects, programs, and related activities required to achieve the goals set forth in the School's Educational Improvement Plan are the primary responsibilities of the Coordinator. This may also include coordination of experimental programs introduced by the Program Review Committee, including appropriate evaluations. This position also involves the utilization of all available consulting resources, including the various Bureaus at the Board of Education and such government, industry, or other agencies as may provide assistance and advice. In addition, a task of the Coordinator is to help extend the Improvement process into existing structures in the school.

Specific Duties

1. The Coordinator will:

    (a) assume responsibility for the entry process of the project into the school, in conjunction with the Principal of the Self-Improvement School;

    (b) upon completion of the Educational Improvement Plan, schedule, organize and conduct regular monthly meetings of the Improvement Program Review Committee.

2. Depending on local decision, the Improvement Coordinator will:

    (a) organize and serve as moderator of the School's Planning Committee to develop the School's Improvement Plan, including reporting and administrative responsibilities for publishing, revising and finalizing minutes and proceedings of the Planning Committee; or

(b) if a decision is made to select another person to serve as moderator, either from the same school, another school or from industry, the Coordinator will assume responsibility for the organizational, reporting, and administrative roles noted above.

3. The Improvement Coordinator will establish and maintain close rapport with Principal, Assistant Principals, and "released time" teachers working on the renewal projects. This includes responsibility for assuring that "released time" personnel receive needed resources and assistance.

4. The Coordinator will assist "released time" teachers in the preparation and collection of data and in reports to the Program Review Committee on the status and results of programs. This includes special evaluation studies as well as monitoring ongoing programs. It may also involve orienting teachers in the use and value of quantitative data.

5. The coordinator, in consultation with an appropriate Assistant Principal, will assist school personnel in initiating and developing new programs under the direction of the Program Review Committee, consult with faculty and administration, assist in the selection of teachers to assure the most effective trial programs, and advise in setting up procedures for teacher selection.

6. The Coordinator will establish and maintain effective working relationships with personnel in the Curriculum Bureaus of the Department of Educational Direction and Finance and in the Secondary Schools Department.

7. The Coordinator will assume responsibility that liasons are made with appropriate Bureaus of the Board of Education and other agencies, as required, to ensure the feasibility or evaluation of projects either generated or proposed by the School Planning and Program Review Committees.

8. The Coordinator, with the assistance of the Improvement Assistant, will guide, develop, and maintain contacts with appropriate community organizations in the vicinity of the school.

9. The Coordinator will develop a working relationship with and utilize the resources of "Open Gates," Industry, Labor and such other public and private agencies as may provide assistance and advice.

10. The Coordinator will develop a working knowledge of and a personal acquaintance with various funding sources, including foundations.

11. The Coordinator will develop and maintain effective working relationships with "feeder" schools.

12. Where possible, the Coordinator will develop a continuing relationship with corporations through the corporate representatives.

13. The Coordinator will work towards the goal of extending the Improvement concept to existing structures in the school (such as the Cabinet).

14. The Coordinator will help in training other school personnel in Improvement OD skills.

15. The Coordinator will be responsible for budgeting all Improvement funds.

Qualifications

1. Demonstrated skills and interest in innovative curriculum development and experimental approaches to learning, along with creativity and flexibility to adapt approaches to meet specific conditions and resources available.

2. Minimum of five years' experience in the school to which assigned.

3. Some counseling or guidance experience also desirable.

4. High degree of skill in interpersonal relations, combined with leadership skills.

5. High degree of oral and written communication skills.

6. Interest in bridging the gap between the school and the community.

7. Respected by peers for commitment to providing a quality education for all students.

8. Some administrative experience, or at least a flair for administrative work.

9. Ability to recognize the need for and initiate and/or recommend new programs.

10. Capacity to work closely with a variety of different members of the faculty of varying temperament and philosophies within the school.

11. A position within the school which affords the respect and admiration of colleagues of varying backgrounds and philosophies.

12. Some acquaintance with group process skills and/or a willingness to attend workshops concerning these Improvement skills.

13. Some experience with finances, or willingness to develop expertise in budgetary matters.

School Self-Improvement Project
Colloquium
January 15, 1976

Schedule

Module	Time	Activity	Location
1	9:00-9:15	Arrival and coffee	Room B, 44th Floor
2	9:15-10:45	Issues in Organization Development and Self-Improvement	Room B, 44th Floor
	9:15-9:45	Introductory Lecturette:	John Storey
	9:45-10:45	Comments on Issues:	John Barth Matthew Gray Stanley Bishop Dick Daniels Paul Filmore
3	10:50-11:50	Small Group discussion of Issues	Group A, Room B, 44th Floor Group B, Room A, 44th Floor Group C, Room D, 44th Floor Group D, Room Purple 11, 31st Floor
4	11:50-1:00	Lunch	Corporate service dining room, 2nd Floor
5	1:00-2:30	Fundamentals of survey data feedback as a diagnostic intervention	Group A, Room B, 44th Floor Group B, Room A, 44th Floor Group C, Room D, 44th Floor Group D, Room Purple 11, 31st Floor
6	2:30-2:40	Pause for refreshment	
7	2:40-3:00	Debriefing and Conclusion Principals Assistant Principals Coordinators and Improvement Assistants	 Room B, 44th Floor Room A, 44th Floor Room D, 44th Floor

School Self-Improvement Project
Colloquium
January 15, 1976

Issues in Organization Development and Self-Improvement

1. What is organization development?

2. How are organization development and the concept of organization Self-Improvement related?

3. How does organization development differ from democratic supervision?

4. What does organization development suggest for school principals?

5. Organization development seems to have been used in business firms much more than in schools. Are there dangers in applying it to schools?

School Self-Improvement Project
Colloquium
January 15, 1976

Comments on Issues in Organization Development and Self-Improvement

1. Dick Daniels: Management and Organization Development: A Comparison

2. Stanley Bishop: Institutionalizing the management functions of Self-Improvement.

3. John Barth: How can Self-Improvement involve students?

4. Paul Filmore: What implications does the organizational structure of New York City high schools have for organization development and Self-Improvement?

5. Matthew Gray: Why is the High School Self-Improvement Project utilizing the values, hypotheses, and technology of organization development?

School Self-Improvement Project
Colloquium
January 15, 1976

Module 3 - 10:50-11:50

Group A Room B, 44th Floor

1. Sarah Brinski
2. Name Withheld
3. Matthew Gray
4. Name Withheld
5. " "
6. Gregory Wood
7. Name Withheld
8. " "
9. " "
10. " "
11. " "

Group C, Room D, 44th Floor

1. Name Withheld
2. John Barth
3. Derek Mahoney
4. Name Withheld
5. " "
6. " "
7. " "
8. " "
9. " "
10. Dick Daniels
11. Name Withheld
12. " "
13. " "

Group B, Room A, 44th Floor

1. Name Withheld
2. " "
3. " "
4. " "
5. " "
6. " "
7. John Storey
8. Paul Filmore
9. Name Withheld
10. " "
11. " "
12. " "
13. " "

Group D, Room Purple 11, 31st Floor

1. Name Withheld
2. " "
3. Irving Lewis
4. Name Withheld
5. " "
6. Stanley Bishop
7. Name Withheld
8. Paul Anthony
9. Name Withheld
10. " "
11. " "
12. " "
13. " "

School Self-Improvement Project
Colloquium
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Module 5 - 1:00-2:30

Group A, Room B, 44th Floor

1. Name Withheld
2. " "
3. " "
4. " "
5. Matthew Gray
6. Name Withheld
7. " "
8. " "
9. " "
10. " "
11. Paul Anthony
12. Name Withheld
13. " "

Group B, Room A, 44th Floor

1. Name Withheld
2. Sarah Brinski
3. Name Withheld
4. Derek Mahoney
5. Name Withheld
6. " "
7. " "
8. John Storey
9. Paul Filmore
10. Name Withheld
11. " "
12. " "
13. " "

Group C, Room D, 44th Floor

1. John Barth
2. Name Withheld
3. " "
4. " "
5. " "
6. " "
7. " "
8. Gregory Wood
9. Name Withheld
10. Dick Daniels
11. Name Withheld
12. " "
13. " "

Group D, Room Purple 11, 31st Floor

1. Name Withheld
2. " "
3. " "
4. Stanley Bishop
5. Name Withheld
6. " "
7. " "
8. " "
9. " "
10. " "
11. " "
12. " "
13. " "

School Self-Improvement Project
Colloquium Participants
January 15, 1976

Principals	School
Name Withheld	Lawrence
Brinski, Sarah	Dolly Madison
Name Withheld	Name Withheld
" "	" "
" "	Beacon
" "	Name Withheld
" "	" "
Lewis, Irving	James K. Polk
Name Withheld	Hegewish
" "	Name Withheld
" "	Lincoln
" "	Name Withheld
" "	" "
" "	" "
" "	" "
" "	" "

Assistant Principals	School
Name Withheld	Lawrence
" "	Name Withheld
" "	Lawrence
" "	James K. Polk
" "	Name Withheld
" "	Lawrence
" "	Lawrence
" "	James K. Polk
" "	Lawrence
" "	Lawrence
" "	Lawrence
" "	Lawrence
" "	Lincoln
" "	Lawrence
" "	Lawrence

Coordinators	School
Mahoney, Derek	Dolly Madison
Name Withheld	Lincoln
" "	Name Withheld
Wood, Gregory	James K. Polk
Name Withheld	Name Withheld
" "	" "
" "	" "
" "	Hegewish
" "	Beacon

Teachers	School
Name Withheld	Name Withheld
" "	" "

Improvement Assistants	School
Name Withheld	Lincoln
" "	James K. Polk

School Self-Improvement Project
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Key Steps in Survey Data Feedback as a Diagnostic Intervention

1. Targets for collecting data - the problem and the population.
2. Define and clarify the problem - keep the intervention well-focused and manageable.
3. Decide on a method for collecting data (e.g., observations, interviews, questionnaires, etc.)
4. Devise necessary instruments and collect the data (technical assistance often needed here).
5. Analyze the data (usually best done by expert individual or small group).
6. Feed the data back to clients in appropriate ways (e.g., specific, non-evaluative, as needed, etc. - see Schmuck article on incorporating feedback on OD interventions).
7. Action planning based on the feedback.

School Self-Improvement Project
Colloquium
January 15, 1976

Colloquium Staff

Faculty

John Barth
Matthew Gray
Stanley Bishop
John Storey
Dick Daniels
Paul Filmore

Process Observers

Name Withheld
Alice Falls
Name Withheld
" "
" "